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ABSTRACT

In order to identify and respond to a broad range of identifiable needs within the urban-suburban community, an improved community college district management model was developed which combines the management resources of community colleges with the management resources of the multibillion dollar operations of community business, industry, and civic agencies to provide better, more efficient, cost-effective college district management. Emphasis is placed on determining objectives and evaluating progress toward community goals. This document reports on Phase 1, the period of preliminary development. Phase 2, will be a period of refinement, and Phase 3, will be concerned with further validation, indepth analysis of the process, and dissemination of the results. Fourteen different developmental areas are identified, but the bulk of this document is devoted to a series of nine Progress Indicators which include samples of activity such as that from the Chancellors' Round Table, the Collective Bargaining Conference, Master Planning, and the Seminar on Administrative Reorganization. This document is intended as an aid to all multicampus community college districts in their development of improved management systems, and their use of community management resources. (NHM)

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ED115320

FIRST ANNUAL PROJECT REPORT
Period Covered November 1, 1974 through October 30, 1975

AN IMPROVED URBAN-SUBURBAN MANAGEMENT MODEL FOR MULTI-CAMPUS COMMUNITY COLLEGE DISTRICTS

Educational Management by Community Objectives

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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AN IMPROVED URBAN-SUBURBAN MANAGEMENT MODEL FOR MULTI-CAMPUS COMMUNITY COLLEGE DISTRICTS: EDUCATIONAL MANAGEMENT BY COMMUNITY OBJECTIVES

Management by Objectives is a concept which has proven worthy of implementation in large and small organizations. It is adaptable to all types and purposes. But which objectives? How are they chosen? Who determines the objectives to manage by? What does it mean to manage multi-campus community college districts by community objectives?

Essentially, the concept means to manage college districts in ways that are responsive to carefully analyzed needs of the community. Community needs in fact become community objectives when they are identified and become the focus of responding actions.

It is, therefore, the basic theme of this developmental effort to establish a process of management interaction between educators and the community that will result in identification and response to a broad range of clearly identifiable needs within the urban-suburban community.

The goal is to strengthen multi-campus community college districts through management improvement. It is intended to: (1) develop a more comprehensive district management system; (2) strengthen and expand the wealth of management resources available to college districts from within business, industry, and civic agencies; and (3) validate and refine an improved management design for multi-campus community college districts.

Phase I, completed during 1974-75, has been a period of preliminary development. Phase II, 1975-76 is the time in which refinements will be undertaken. Phase III, 1976-77, will be concerned with further validation, in-depth analysis of the process, and dissemination of results.

OVERVIEW OF DEVELOPMENT,
PHASE I

The concept design for Management by Community Objectives for multi-campus community college districts has been developed during 1974-75 in the San Mateo Community College District.

Fourteen areas of activity have been undertaken to bring the concept from the design stage into reality. It is proposed that not all of these specific items are critical to the design, but rather that many other kinds of activity as well are appropriate for this type of management development. These, however, have been the significant activities of Phase I:

1. Planning Services has been organized and implemented as an operational component of the Chancellor's Office.
2. District-wide Master Planning has been undertaken, including community surveys, with participation in a charrette process for intensive interaction with community representatives; a goals validation process was completed and Master Plan objectives were prioritized.
3. An invitational Chancellors' Round Table was held to bring together the top managers of multi-campus community college districts in the western region of the United States.
4. A group of five expert managers were invited to participate on a one-day ad hoc basis as a Chancellor's Advisory Planning Committee for the purpose of providing expert assistance on problems of management organization, fiscal planning, and personnel matters.
5. A District-wide Seminar on Administrative Reorganization for trustees and senior administrators was held, with an opening presentation and discussion during the day by a top-level management expert from one of the nation's ten largest corporations who is a resident of San Mateo.
6. Consultations were held with directors of the Schools of Management at the University of California in Los Angeles, University of California in Berkeley, Stanford University, and San Jose State University to gain their expert advice on how to proceed in the best way with the process of management development.

7. Education and business managers participated in Executive Committees which are arranged to meet regularly for the purpose of strengthening top executive skills, including listening to speeches by nationally known experts on futures projection, management-level selling by objectives, economic forecasting, and similar topics.

8. Participation in the International Conference on Planning, Planning for the Fourth Quarter-Century, provided an opportunity to exchange ideas with some of the world's foremost authorities on projections for the future.

9. Co-sponsorship of a conference for administrators of California Community Colleges on the topic of Collective Bargaining was undertaken with the Chancellor's Office of California Community Colleges, with the conference located in San Mateo County.

10. Management development activities also were undertaken in conjunction with the San Mateo County Office of Education to improve the management skills of community college deans and other administrators.

11. A Western Regional Conference for the improvement of student coordination and management skills in Cooperative Education was undertaken in conjunction with other community colleges and state colleges in California with one result being the development of a Resource Guide for the management of cooperative education programs in California.

12. Affirmative Action in management was the theme of a special training conference held for District administrative personnel for the purpose of improving the District response to legislation on civil rights and equal opportunity employment.

13. A slide-audio presentation entitled "Management by Community Objectives" was prepared for the purpose of instruction and sharing with others the COMBO concept of multi-college district management.

14. A continuous monitoring and evaluation process has been established to assess progress toward goals and to estimate the value of the COMBO concept as a management design.

WHAT IS DIFFERENT AS THE RESULT OF MANAGEMENT BY COMMUNITY OBJECTIVES

Establishing a community college district management component known as Planning Services provides a new emphasis on educational master planning, program development, institutional and community research, career opportunity analysis, program analysis, and fiscal analysis, as well as student and community needs assessment.

Establishing new linkages with the community at the management level provides expert assistance in management decision-making, in-service development of management capability, improved knowledge of community needs, better relations with the community, improved program advisory relationshps, and improved program evaluation capability, in addition to strengthening instructional programs in business, industrial, and public agency management.

The Chancellor's Round Table brings together multi-college district chancellors and serves as a forum for in-service growth at the top management level with the opportunity for open give-and-take with regard to long-range plans for the future.

A Management Team approach to multi-college district management is congruent with the concept of decentralized college operation while at the same time strengthening such district-wide factors as master planning, program development, and facility improvement, with attention directed toward more efficient and effective educational delivery.

Interaction with Executive Committees of presidents and senior administrators from business, industry, and government agencies enhances the process of exchanging ideas between educators and managers from various segments of the community.

Emphasis on interaction with Corporate Planners brings about an exchange of ideas which is directed toward better understanding of what is apt to happen in the future--a multi-faceted sharing process which has mutual benefits for all.

University-level Schools of Management at University of California, Berkeley (UCB) and Los Angeles (UCLA), as well as Stanford University and San Jose State University provide rich resources of management expertise that can be used effectively for management in-service training.

Affirmative-Action in personnel management practices is improved when attention is directed toward the responsibility for change in hiring practices in the field of education, as well as throughout the community.

A District-wide management library with audio-visual resources and computer access to current learning materials is valuable as a means of stimulating improvement in management skills of District personnel, as well as providing up-to-date resources for management training in continuing education programs, and for individuals or groups in the community who wish to upgrade their management capabilities.

Important, too, are the intangible results of developing a closer relationship with the community. Public relations certainly are improved. Newspaper accounts of community college responsiveness to community need have become more favorable. Working relationships with the community through advisory committees have a greater impact as the results of master planning become more evident. The Planning Services function takes on a higher level of importance in response to the broadly endorsed and clearly stated mandate from both public and education representatives working on the master plan.

EVIDENCE OF BENEFITS TO THE SAN MATEO COMMUNITY COLLEGE DISTRICT, TO OTHER DISTRICTS, AND TO THE GREATER COMMUNITY SECTOR

Each of the previously described fourteen areas of activity has proven to be valuable. At every turn, the greater interaction with management personnel of the community has benefitted the District. Obviously much good will has been generated. And even more than this, it is apparent that most individuals involved feel that they have benefitted personally as well as their companies.

As a means of showing the benefits that have occurred, a series of Progress Indicators is provided which include samples of activity such as those from the Chancellors' Round Table, the Collective Bargaining Conference, Master Planning, and the Seminar on Administrative Reorganization. (See Pages 10 through 90)

CHANGES IN THE PROJECT, DIRECTIONS OF MAJOR EMPHASIS

It should be noted at this point that no changes are proposed from the original project design. Specific points of emphasis are in order, however.

It has been discovered, for example, that three of the most effective points of contact between education and business, mutually advantageous to both sides, are in: (1) Planning; (2) Personnel Development, including management; and (3) Management Information Systems.

A great amount of common interest exists across the lines of corporate and public planning, both short-range and long-range. Futurists such as Toffler, Laszlo, and Watts are listened to very carefully--if not with complete agreement. Environmental considerations, social change, and economics are lively subjects for discussion.

Manpower development to meet the modern day needs of automation, computer technology, environmental impact, and changing social conditions is a common denominator of all management practices. Collective Bargaining and Management Reorganization, for example, are universal topics for interchange.

Management information systems which can generate accurate and understandable data for effective management decision-making is an up-front area for exchange of ideas between managers of all kinds of enterprises. What does one need to know to make the right decision? Mountains of data sometimes are used to obscure the facts. Most leaders in management are concerned too for the right to individual privacy in matters of personal credit, life history, family records, and the multitude of bits of information which one has a right to expect should not be included in public or corporate records.

ADDITIONAL USEFUL INFORMATION OR TECHNIQUES WHICH HAVE RESULTED

It is difficult to identify those specifics within a project which result from careful planning and those that result more from good fortune. In this case it would be accurate to report that many excellent results have occurred, not postulating the extent of serendipity.

Perhaps it is important to point out that many things are happening in management development that assuredly have been stimulated by the concept of bringing the community into a closer alliance with the community colleges, specifically by using new avenues of communication at the management level.

EVIDENCE THAT THE PROJECT WILL BE SELF-SUSTAINING UPON COMPLETION

Three specific bits of evidence are sufficient to predict with assurance that Educational Management by Community Objectives is a concept that is alive and growing, and will continue to grow.

First, it is apparent that a large amount of community time and effort at the supervisory and management level is provided for college program improvement. (See page 9 for estimated dollar value). This amount is more than was originally projected.

It is also true that the contribution of the District to Master Planning and the support of Planning Services, including management development, is more than estimated for purposes of grant matching. The combination of these first two factors is an indication of local commitment to pursue this course of action over the foreseeable future.

A third bit of evidence which is substantial in its significance is the way in which several Chancellors responded to the concept through letters of appreciation for the Chancellors' Round Table. Their judgment is a good indicator of potential impact and future value. (See pages 17 through 22.)

COST-SHARING MANAGEMENT TIME FROM BUSINESS, INDUSTRY, AND PUBLIC AGENCIES

Management and supervisory personnel from many areas of the community have assisted in a variety of ways with the project for District management development. Included are: top-level corporate managers; presidents of companies located in San Mateo County and the San Francisco Bay Region; operational-level management personnel from business, industry, and government; supervisory personnel working with employees enrolled in management training courses, and supervisory personnel working with studerts in cooperative education.

Calculations of the value of cost-sharing are estimated in this way:

Corporate Executive days are valued at $200.
Expert Manager days are valued at $150
Supervisory Manager days are valued at $100.

Specific cost-sharing activities include:

1.	Chancellor's Management Advisory Committee 5 days equivalent @ $200	$ 1,000
2.	Administrative Reorganization: Trustees and Senior Administration Executive Corporate Planner, 1 day	500
3.	Chancellors' Round Table: Multi-college Districts 14 days equivalent @ $200	2,800
4.	Presidents in the Executive Committee groups of companies in San Mateo County and the San Francisco Bay Region 31 days equivalent @ $150	4,650
5.	Management Conference: San Mateo County 3 days equivalent @ $200	600
6.	UCLA-UC Berkeley-Stanford, Schools of Management 6 days equivalent @ $200	1,200
7.	Governmental Research Council, Fiscal Advisory 6 days equivalent @ $200	1,200
8.	Employers Advisory to Management Students (1,250 enrolled @ 1/10 day per year) 125 days @ $100	12,500
9.	Employers Advisory to Career Programs 61 Advisory Committees, 8 public members each, 488 days equivalent @ $150	73,200
10.	Employers Advisory to Cooperative Education Students with Feedback Directly to Programs (2,325 enrolled @ 1/10 day per year) 232.5 days equivalent @ $100	23,250
	TOTAL COST-SHARING, Equivalent Management and Supervisory Time	$ 120,900

PROGRESS INDICATOR 1 — Chancellor's Advisory Planning Committee

RESULTS OF THE MEETING OF MARCH 7, 1975 REGARDING PLANNING FOR PROGRAM COVERING IMPLEMENTATION OF THE KELLOGG MANAGEMENT PROJECT AND ANALYSIS OF SMCCD ORGANIZATIONAL PRACTICES.

The following is an initial proposed sequence of events to be undertaken by this committee.

1. Meet with a selected group of corporate planning executives to present the SMCCD organization and its challenges to obtain:

    a. Feedback concerning present status;
    b. Possible development of an ongoing committee involving their participation;
    c. Participation in reviewing and improvement of this proposed schedule of activities.

2. Planning and scheduling a multi-campus Chancellor's conference for the purpose of:

    a. Developing an overview of the future and its social implications (i.e., Mike Kami) and
    b. A comparative analysis of the management policies and procedures on the various districts (possibly work with and analyze tables of organization of the District, in advance); 8 to 10 participants.

3. Conduct a meeting with selected corporate trainers for the purpose of

    a. Introducing their involvement with the District, and
    b. Gaining an expression of their impression of management training and manpower development needs, as they might apply to SMCCD.

4. Conduct in-house training program for Chancellor, his staff, and college presidents for the purpose of updating participants in current management organization practices and techniques.

    a. Possible topics of concern: effective teamwork (ie: Stephen Covey)
    b. Improving productivity (i.e.: Feeney)
    c. Management strategy (i.e.: Bob Katz)

5. Conduct a planning seminar with those in attendance from #4 above to include:

    a. Identification of key planning issues
    b. Development of objectives
    c. Preparation of action plans.

6. Establish a means of gaining specialized input from persons in management from among varius members of business, industry, government, community on the various topics evolved in the action plan.

7. Presentation to the Board of Trustees of SMCCD progress and decisions made to date.

    a. Seek feedback from the Board regarding the proposals;
    b. Consider possible presentation to Chancellors who attended conference (#2 above).

8. Determine feasibility of conducting a conference with management members of the community for the purpose of developing an ongoing relationship between the District, the management community, and various other organizations within that community.

9. Present to the planners association in case form:

    a. The reorganization plan for action
    b. Gain possible input regarding community involvement
    c. Possible extension of the learning experience to other agencies and/or Districts.

10. Prepare in systematic review form material covering the other steps for presentation to the Kellogg Foundation.

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Same letter sent to:
Dr. Wm. H. Brickner, 921 Leonello Ave., Los Altos, CA. 94022
Mr. Robert C. Van Horn, Saga Corp. Menlo Park
Mr. John A. Butler, Marconaflo Corp. San Francisco
Dr. Erich A. Helfert, Crown Zellerbach Corp. San Francisco

SAN MATEO COMMUNITY COLLEGE DISTRICT
CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

March 19, 1975

Glenn P. Smith
Chancellor and Superintendent

Dr. Stephen H. Achtenhagen
Stanford University School of Business
720 South California Avenue
Palo Alto, California 94306

Dear Steve,

Thank you for agreeing to meet with me and my management development staff to work with Don Cope in assessing multi-college district management problems.

We will meet in the planning office of the San Mateo Community College District at 9:30 a.m., April 12, 1975. The meeting should last about three hours. The address is 2015 Pioneer Court in San Mateo. From Bayshore Freeway take Highway 92 exit in San Mateo, westbound to El Camino Real South, one block on El Camino to 20th, turn right and two blocks on the left is Pioneer Court. We are on the second floor of 2015.

The purpose of the meeting is to seek your input and counsel on the following:

1. The mission of the District
2. The proposed District goals and objectives.
3. Implementation of the Kellogg Management Grant
4. Proposed strategy for development of an improved management model for multi-campus community college districts.
5. Possible future involvement of the planners association, (i.e., case presentation).

The enclosed material should help you to understand the Kellogg Grant and potential value which could result from its effective application. Also enclosed are the initial thoughts of the District staff and myself on the first phase of the program.

Thanks again for your willingness to participate. I am certain we will have a stimulating meeting.

Sincerely,

Glenn P. Smith
Chancellor-Superintendent

Copy to: Donald M. Cope

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2015 Pioneer Court, San Mateo, California 94403 (415) 574-6555

PROGRESS INDICATOR 2. Chancellors' Round Table

You are invited to attend a

CHANCELLORS' ROUND TABLE

limited to fifteen (15) multi-campus
community college district Chancellors
from California, Oregon, and Washington

to share ideas on the future of multi-campus
community college districts with emphasis on
management and planning for the next 25 years

including presentations and consultant assistance from
Dr. Ervin Laszlo, "Global Futures"
and
Dr. Michael Kami, "Long Range Planning"

as guests of
Glenn P. Smith, Chancellor
San Mateo Community College District

Wednesday, May 21, 1975
9:30 a.m. through dinner and discussion

Skyline Suite
Hilton Inn
San Francisco International Airport

Call Hilton Inn
shuttle bus service
on arrival San Francisco
International Airport

Agenda
Speaker Resumés
Kellogg Brochure

AGENDA FOR CHANCELLORS' ROUND TABLE

Wednesday, May 21, 1975

Invited Participants:

Louis F. Batmale
Sidney W. Brossman
Harry R. Buttimer
Charles E. Chapman
George Corcoran
Amo De Bernardis
John W. Dunn
Raymond F. Ellerman
Thomas W. Fryer, Jr.
John A. Grasham
Leslie Koltai
Earl Klapstein
Ray E. Loehr
Dale Parnell
George A. Rice, Jr.
Otto Poemmich
Edward Simonsen
Glenn P. Smith
Norman E. Watson
Charles H. Wilson

9:30 - 9:45	Introduction of Speakers and Guests
9:45 - 12:15	Dr. Ervin Laszlo, "Global Futures with Special Reference to the Tasks and Responsibilities of Higher Education in this Country."
12:15 - 1:30	Lunch
1:30 - 2:00	Review and Evaluation
2:00 - 3:15	Chancellors' Round Table, "Management of Multi-College Districts" What are the five major management challenges facing your District?
3:15 - 3:30	Coffee Break
4:00 - 6:00	Dr. Michael J. Kami, "Development and Implementation of Long Range Planning with Specific Emphasis on Community Colleges"
6:00 - 6:30	Summary and Review
6:30 - ?	Dinner and Discussion

CHANCELLORS' ROUND TABLE CONFERENCE

On Wednesday, May 21, 1975, fifteen chancellors of multi-campus community college districts assembled in San Mateo to hear two internationally known speakers and to discuss significant problems in multi-unit management. The first speaker, Dr. Ervin Laszlo, spoke on Global Futures, with special reference to the responsibilities of higher education. Later in the day Dr. Michael J. Kami spoke on the Development and Implementation of Long-Range Planning, with specific emphasis on community colleges.

During the day and evening, seventeen of the most significant management problems as viewed by the Chancellors were identified:

1. Generating adequate financial resources.

2. Shared governance and delegation of responsibilities.

3. Getting information for effective decision-making.

4. Working with people's strengths rather than their weaknesses.

5. Improving the public attitude toward community colleges.

6. Combining occupational goals, special interests, and general academic requirements into a comprehensive education for the whole person.

7. Returning to a process of flexibility and responsiveness in relationship to public demand.

8. Greater public pressure being put on limited resources.

9. Dealing with pressure groups and the pressures of public office.

10. Creating the most workable multi-college management model which combines the best parts of centralization, on the one hand, and autonomy on the other.

11. Maintaining Board policy decisions.

12. Effective communications in a multi-college system.

13. How to live in the manner to which we have become accustomed with diminishing resources to carry out educational programs.

14. How to increase productivity of people.

15. Employer-employee relationships.

16. Efficient use of time--personal as well as professional.

17. Articulation and coordination with local, state, and federal agencies.

RESUMÉ

Ervin Laszlo

Docteur es-Lettres et Sciences Humaines (Sorbonne)

Professor of Philosophy & Faculty Exchange Scholar, nominated Distinguished University Professor, State University of New York (Geneseo)

Editor: The International Library of Systems Theory and Philosophy
The Philosophy Forum
The Journal of Value Inquiry
Current Topics of Contemporary Thought
Music and Man

Associate Editor: Behavioral Science

Editorial Board Member: Zygon
Main Currents in Modern Thought
Process Studies
Studies in Soviet Thought

Corresponding Member, Academie Internationale de Philosophie des Sciences

Director and Member of Council, The Center for Integrative Education

Member of Council, The World Institute

Trustee, The Journal of Value Inquiry, Inc.

Former Chairman, Northeast Division, Society for General Systems Research

Fellowships: Yale University, 1966-67
Princeton University, 1973

Visiting Professorships: Indiana University 1967
Northwestern University 1968
Northwestern University 1970
University of Gothenburg (Sweden) 1973

Guest lecturer at more than 60 universities in USA, Canada, England, France, Germany, Belgium, Sweden, Finalnd, Switzerland, Hungary, Poland, USSR, Japan, Israel, Iran.

Speaker, Panel Member or Chairman at more than 40 national and international meetings in USA, Japan, Europe, and Middle East

Publications: 19 books, including System, Structure and Experience (1969)
Human Values and Natural Science (1970)
The Systems View of the World (1972, 1974, 1975)
Introduction to Systems Philosophy (1972, 1973)
The World System (1973)
A Strategy for the Future (1974)

Over 100 papers in journals and symposium volumes; 11 book reviews; (several papers reprinted and/or translated), 3 recorded lectures; 7 LPs of piano recordings

Biographical listings in 14 national and international reference works.

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2456 N. E. 26TH STREET
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MICHAEL J KAMI
PRESIDENT

TELEPHONE
(305) 942-3226

Dr. Michael J. Kami is a lecturer, writer, educator, and management consultant. As President of Corporate Planning, Inc., he provides guidance in corporate growth, innovation, and management development to clients in the private and the public sector. He also serves as a personal advisor to a limited number of corporation presidents on matters of strategy and the future.

He was formerly Vice President of Corporate Planning for the Xerox Corporation and Corporate Director of Long Range Planning for the IBM Corporation.

He received a B.S. degree from the Massachusetts Institute of Technology in Business and Engineering Administration and M.B.A. and Ed.D. degrees from Florida Atlantic University.

During the past twenty years, Dr. Kami had varied business experience in addition to his work with Xerox and IBM. He served on the boards of directors of several corporations. He has written many articles on the subject of planning and contributed chapters on planning in text-books and compendia on the subject. He is a frequent lecturer at leading universities and business and professional meetings in the U.S.A. and abroad.

He is a co-author of the book, CORPORATE MANAGEMENT IN CRISIS: WHY THE MIGHTY FALL, published by Prentice-Hall in September 1973.

Dr. Kami is generally recognized as one of the pioneers and leading international authorities in the field of forward planning for profit and non-profit organizations.

Among his other past activities are: Chairman of Stanford Research Institute's Long Range Planning Service Advisory Board, Fellow of the American Management Association, and Vice President of the Presidents Association.

He also serves on the Board of Trustees of the Starr King School for Religious Leadership, affiliated with the Graduate Theological Union at Berkeley, California, where he was awarded an honorary degree of Doctor of Humane Letters.

Michael Kami presently resides with his wife, Kathryn, and two children, Gail and James, in Lighthouse Point, Florida.

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MICHAEL J. KAMI
PRESIDENT

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Ross, J. E. & Kami, M. J. Corporate Management in Crisis: Why The Mighty Fall. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

MT.
HOOD
COMMUNITY
COLLEGE

26000 S.E. STARK ST., GRESHAM, OREGON 97030 • PHONE (503) 666-1561

Office of the President

May 27, 1975

Dr. Glenn P. Smith
Chancellor-Superintendent
San Mateo Community College District
2015 Pioneer Court
San Mateo, California 94403

Dear Glenn:

Just a note to say it was an interesting conference and thanks for the invitation.

Your leadership as to the concerns for upper management are needed and timely. I hope you continue such efforts in other ways and times. You have stimulated some of us to start planning similar conferences in the Northwest for key West Coast community college district leaders.

Give my regards to Cliff.

Sincerely,

Earl L. Klapstein
President

ELK/na

Coast Community College District
1370 ADAMS AVENUE • COSTA MESA, CALIFORNIA 92626 • (714) 556-5813

● Orange Coast College
COSTA MESA

● Golden West College
HUNTINGTON BEACH

From the Desk of the Chancellor . . .

NORMAN E. WATSON

5-26-75

Glenn —
Just a line to thank you most sincerely for the round table last week. Your program was outstanding. If everyone gained as much from it as I did, you made a great contribution.
Thanks again and best of luck with your project.
Cordially yours,
NEW

PORTLAND COMMUNITY COLLEGE

12000 SOUTHWEST 49th AVENUE, PORTLAND, OREGON 97219 • (503) 244-6111

May 30, 1975

Glenn P. Smith, Chancellor
San Mateo Community College District
2040 Pioneer Court
San Mateo, California 94403

Dear Glenn:

I appreciated the opportunity to participate in the Chancellors' Round Table. I don't know when I have spent a more productive day. The items raised and the discussion have set a stage for us to do something similar.

I hope you will keep me informed on what happens as you move along towards new approaches to the management of a multi-campus district.

Sincerely,

Amo De Bernardis
President

ADB db

Amo DeBernardis, *president* / COMMUNITY COLLEGE BOARD: Lewis C. Nickerson, *chairman* • Manley J. Bakkensen
Robert A. Bissett • Earl Blumenauer • Howard Cherry • Hugh McGilvra • Robert E. Thompson

May 23, 1975

Seattle
Community College
District
WASHINGTON DISTRICT 6

Dr. Glenn P. Smith
Chancellor and Superintendent
San Mateo Community College District
2040 Pioneer Court
San Mateo, California 94403

Dear Glenn:

The fact that I spent most of the flight home reviewing my 12 pages of notes from the West Coast Chancellors' meeting may indicate the exhilaration which I felt about the event.

It would be a rare privilege anytime, anywhere to hear Erv Laszlo, Mike Kami, Max Tadlock and Don Cope all on the same day. But to have them sensitively laced together within the framework of the common problems of multi-college districts is almost too much to expect!

Add to that two great meals, punctuated by Smith-selected California wines, and I am overwhelmed. Amy Vanderbilt is not gone, she lives in the sophisticated, do-things-right spirit of the San Mateo Community College District.

So, many thanks, Glenn. I am deeply appreciative of the opportunity to attend this top-flight, beautifully-orchestrated conference.

Stuck up in the corner of the country--as we are in Seattle--it is helpful and heartening to know that others are toiling in similar vineyards to reap an educational harvest.

Please pass on my compliments to John Mullen, Jim Upton (to whom I will send some SCCD planning materials), Bob Bennett and Cliff Denny. They are a super crew.

I hope you'll allow me to reciprocate in Seattle someday. In the meantime, if there are any cooperative ventures which suggest themselves, I would be happy to discuss them with you.

Kudos, again, for a fine conference.

Sincerely,

George C. Corcoran, President
Seattle Community College District

George C. Corcoran, *District President*

Board of Trustees
Ms. Vi Mar, *Chairperson*
Art Siegal, *Vice-Chairman*
Daniel V. Carbone
Mrs. Milton Sutton
Marvin E. Glass

North Seattle Community College
South Seattle Community College
Seattle Central Community College

GCC:gf

401 Queen Anne Ave. N. Seattle, WA. 98109 (206) 587-4100

PROGRESS INDICATOR 3. Seminar on Administrative Reorganization (Districtwide) Trustees and Senior Administrators

SEMINAR ON ADMINISTRATIVE REORGANIZATION

SAN MATEO COMMUNITY COLLEGE DISTRICT

Saturday, September 13, 1975
The Fisherman Restaurant, 1492 Old Bayshore Highway, Burlingame

AGENDA

9:00	Welcome Glenn P. Smith Chancellor/Superintendent
9:15 - 9:45	Multi-unit Management in the Business Sector: Theory and Practice Dr. Erich Helfert Assistant to the President and Director of Planning Crown Zellerbach Corporation
9:45 - 10:30	Discussion of Multi-Unit Management
10:30	Coffee Break
10:45	Introduction of James R. Tormey, Jr., President, Board of Trustees San Mateo Community College District
10:50	A Review of the District Master Planning Process Chancellor Smith
11:00 - 11:45	Presentation of a Proposal for District Management Organization Max Tadlock and Associates
11:45 - 12:15	Discussion of Management Reorganization Proposal
12:20 - 12:30	Summary and Conclusion Donald Cope, President Cope Associates

SAN MATEO COMMUNITY COLLEGE DISTRICT

CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

Glenn P. Smith
Chancellor and Superintendent

September 23, 1975

Dr. Erich Helfert
Assistant to the President
Crown Zellerbach Company
1 Bush Street
San Francisco, California 94119

Dear Erich,

It is with a very real feeling of appreciation that I am writing to convey my thanks to you for your excellent presentation on Saturday, September 13 to our Board of Trustees and senior administrators on the subject of multi-unit organizational management.

In many ways we are at a critical juncture in our development as a unit of higher education in the San Francisco Bay Region. The role and function of public community colleges is undergoing the changes which are necessary to be more responsive to today's community needs. Tight budgets, economic distress, faculty concern for quality education, and community requests for specific programs have brought about a condition which calls for careful planning. Your discussion, therefore, was exactly on target in bringing to us the comparable problems and management organizational responses from the perspective of the multi-unit corporate organization.

Your willingness to share with us the knowledge gained from the perspective of business and industry is a courtesy which is gratefully received. Moreover, the fact that you remained with us throughout the entire morning and part of the afternoon to enter into more extensive discussions is evidence of the fullest measure of cooperation.

Again, Erich, I am most appreciative of your willingness to share expertise in planning and a special knowledge of business management, so that the students of colleges in the San Mateo Community College District can be provided with a better education.

Sincerely,

Glenn P. Smith
Chancellor-Superintendent

2015
~~2010~~ Pioneer Court, San Mateo, California 94403 (415) 574-6555

PROGRESS INDICATOR 4. Managerial Styles, Overview

San Mateo Community College District

ANNOUNCEMENT

TO: Chancellor Smith, Presidents Petersen, Mertes, and Stiff
All SMCCD Administrators

FROM: Bob Fryckman

SUBJECT: ALL DAY SEMINAR AND WORKSHOP..."STYLES OF MANAGEMENT AND THE ORGANIZATIONAL CULTURE" for SMCCD ADMINISTRATORS

When: April 22, 1975

Where: San Mateo County Superintendent of Schools Office
333 Main Street, Redwood City, California

Jointly sponsored by: The Chancellor's Office and the San Mateo Community College Administrators Association

This seminar will deal with what is often referred to as the "art" form of management. In May, another seminar will focus on the "science" aspect of management and deal with the subject of Principles, Tools, Techniques, and Design of Program Evaluation.

The Objective of the April 22 Workshop will be to:

1. Identify various styles of leadership and the types of organizational cultures or environmental situations in which these styles are effective.

2. Provide an opportunity for each participant to identify his or her predominant managerial style through self-assessment and as viewed by one's peers.

3. Analyze the collective managerial style or organizational culture of the participant's institutional working environment.

Instructions

In order to accomplish these objectives we need your complete cooperation in filling out the attached assessment instruments as follows:

Please fill out TWO sets of each assessment instrument, one set on white paper and one set on colored paper.

Organization Variables...
Blake's Managerial Grid, C1 and C2

Return the completed instruments on colored paper (no names please) to Bob Fryckman at the District Office and retain the white copies for yourself. Bring the completed white paper instruments to the April 22 seminar. They will be used in ascertaining a self-assessment of your own managerial style.

The anonymous color-coded survey will allow us to analyze the organization's managerial culture at each of the colleges and the District Office as well as the SMCCD. It is important that we have everyone's participation in filling out and returning the colored paper instruments before April 11.

SEMINAR AGENDA

8:30 a.m. - 12:00 Noon

Definitions of Management
Relationship of Managerial Styles to Organizational Climate

Theory X and Theory Y
Likert's System 1 2 3 4
Managerial Grid
Robert Blake - Film
Jack Tordoff - United Air Lines
Organizational Development - Film

1:00 p.m. - 4:30 p.m.

Simulated Management Exercise
Peer Analysis
Johari's Window

PROGRESS INDICATOR 5. Affirmative Action

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION SEMINAR

This seminar is presented jointly by San Mateo Community College District and San Mateo Community College Administrators Association (SMCCAA), a District organization. The idea is to begin the fall semester with the first in a series of in-service seminars and workshops aimed at better informing administrators of not only the legal aspects of Equal Employment Opportunity/Affirmative Action, but the philosophical and practical aspects from a broader perspective.

Topics and Speakers

1:00-3:15 p.m.

I. Overview of Equal Employment Opportunity/Affirmative Action mandates and their relationship to various jurisdictional agencies--including the 1964 Civil Rights Act and amendments, Equal Pay Act, Executive Orders 11246 and 11375 (including Revised Order 4), Age Discrimination Act of 1967, EEO Act of 1972, Form EEO-6 current status and relationship to higher education, Office for Civil Rights, Department of Labor, Justice Department. Speaker: Ms. Jean Kresey, Office for Civil Rights.

II. Overview of the California FEPC--including its relationship to federal agencies, authority in the area of higher education, relationship to Affirmative Action. Speaker: Everett Beane, California FEPC.

III. Overview of Equal Employment Opportunity/Affirmative Action in San Mateo County--including general perception by employers, job seekers, minorities and women. Speaker: Clifford Boxley, director of PROBE, a community organization.

IV. Overview of employment practices as they affect the individual on grounds other than qualifications--including sexism, racism, and the question of the effectiveness of Affirmative Action programs in combating these issues. Speaker: Ms. Patsy Fulcher, Western Regional Director of National Organization for Women.

V. Overview of problems experienced by bilingual or handicapped persons seeking employment--including the question of whether these problems are more pronounced if the applicants are both minority and handicapped Speaker: Armando Fernandez, teacher, former member of State Affirmative Action Committee.

VI. General summary of litigation in Affirmative Action cases as they affect higher education--incuding types of court complaints, court decisions and trends for future litigation. Speaker: Ms. Betsy Leavy, EEOC Litigation Center attorney.

3:15-3:30 Coffee Break

3:30-5:00 Questions and Answers

5:00 Adjournment

DO YOU, AS AN ADMINISTRATOR OR SUPERVISOR, KNOW ALL YOU NEED TO KNOW ABOUT THE MEANING OF "EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION" FOR SAN MATEO COMMUNITY COLLEGE DISTRICT?

DO YOU KNOW...

* THE LAWS AND THEIR IMPACT HERE?

  Civil Rights Act of 1964 and amendments?
  Equal Pay Act?
  Executive Orders 11246 and 11375, including Revised Order 4?
  Age Discrimination Act of 1967?
  Equal Employment Opportunity Act of 1972?

* THE ROLE OF THE CALIFORNIA FAIR EMPLOYMENT PRACTICES COMMISSION?

  Its authority in the area of higher education?
  Its relationship to Affirmative Action?

* THE STATUS OF EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION IN SAN MATEO COUNTY?

  Reaction of employers?
  Reaction of job seekers?
  Reaction of minorities and women?

* THE APPROACH OF AFFIRMATIVE ACTION PROGRAMS TOWARD REMEDYING EMPLOYMENT PRACTICES THAT DO NOT FOCUS ON QUALIFICATIONS?

  Problems of sexism?
  Problems of racism?
  Barriers facing bilingual job seekers?
  Barriers facing handicapped job seekers?

* THE KINDS OF AFFIRMATIVE ACTION LITIGATION THAT AFFECT HIGHER EDUCATION?

  Complaints that have reached the courts?
  Court decisions?
  Trends for future litigation?

PROGRESS INDICATOR 6. Collective Bargaining Conference For California Community Colleges January 24, 1975 Sheraton Inn, Burlingame

Co-Sponsors: Board of Governors, California Community Colleges
San Mateo Community College District

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SCHOOL FINANCE, LOCAL CONTROL, AND COLLECTIVE BARGAINING --
CAN THEY CO-EXIST? OR WHO WILL NEGOTIATE STATEWIDE SALARIES?

Dixon Arnett
Assemblyman, 20th District

I would like to speak to you rather directly to give you a message which I'm afraid you don't want to hear, but which I think you probably ought to hear anyhow. If you look in your program, you will see a question listed that goes something like, "Can the problems of school finance, particularly if it relates it to the K-12 areas, Serrano, and the problems of collective bargaining, co-exist?" The answer is, "No."

Now that I've given my speech, I suppose I can depart. But I'll stick around for a moment, mainly because you may have some questions about why I can't wave a magic wand and insure, either through the ability to raise the money locally or the ability of the State to deliver upon you, the funds that you will need to be able to respond to collective bargaining, which is going to cost you more money than employer-employee relations and the results therefrom are costing you today.

Let me stipulate my bias if you have not guessed it already. I have been recorded on a number of occasions as having voted in opposition to various collective bargaining bills in the public employee sector for some time. That, of course, is always a campaign issue in my particular Assembly race, but it is one from which I do not shy and it is one that creates controversy about my candidacy and some debate about the issue, and that's good. That's healthy.

But if one looks at the results of the last election, and particularly if one looks at the organizations that participated with significant funds in contributing to candidacies in the last election, one can very clearly predict what's going to happen in the Legislature this year. If you want to go a step further in your analysis, simply take a look at those who sit on the policy committees that will be making the judgments about the various collective bargaining bills that will be introduced. Look to where some of their campaign contributions came from, the manner of their campaigning, and the positions they took on the subject of collective bargaining. If you add all of that up, you come to a bottom line which says there will in fact be a collective bargaining bill passed into law, signed by the Governor, probably including the right to strike, probably not touching the subject of tenure or civil service, probably lumping educational employees in with all other public employees into a single bill, and it will become law in California by June 1, 1975.

I'm trying to be politically realistic. I don't, as I said before, like what I'm telling you, but I think that is in the real world. We ought to live in a real world and we ought to know what is predictable, at least to try to predict it so that if, in fact, you do have some kind of strategy or tactic that you want to employ, you can engage in it, either pro or con, with some kind of judgment as to what the real world really is.

The next question asked in your program has to do with the funding of what

will obviously become a more expensive part of doing business. And where will the Legislature, where will community college trustees be able to raise the funds to pay for it all?

There is an additional parenthetical prediction that can be made, knowing that those who are currently the leaders of the various employee organizations generally hold fixed terms of office within their organizations. That is to say, a year from now, two years from now, three and four years from now, there will be new sets of officers, and those who are speaking today--perhaps with some suggested restraint about the political impositions and the press for power that are inherent in collective bargaining procedures, because obviously they don't want to kill the goose that lays the golden egg-- are nevertheless not the same people who will be speaking a year or two years or three years hence. And I would suggest that, with new-found authority and power in the law, those who will come to follow those who are in leadership position today in these organizations will try to flex their muscles even more than we might anticipate in viewing those who are there today. So the crunch is going to happen in terms of the expression of that power.

I think that's predictable but, at the same time, you have the restraints that were given you in SB6. Those restraints very purposefully entered by the Legislature, in the name of property tax relief, put governing boards in a prospective financial squeeze that is going to be far greater, given the kinds of pressures, than those which you are already experiencing with respect to the financing of community colleges.

The kinds of expenditure limitations that are imposed on schools and now community colleges, as one differentiates that from the kinds of expenditure limitations imposed on cities and counties, are ever so much more severe. You have to live under the restraint not of just a freeze with respect to a tax rate but with a freeze that is related to your expenditures per pupil per year. That is a bigger restraint because it tends to freeze both the tax rate and assessed evaluation.

Now what do you do about this, when the higher-expense pressure of collective bargaining comes?

It is also predictable, perhaps, that when a significant number of community college districts find themselves with their backs against the wall financially, the Legislature may respond by increasing, with some significance, funds that are available to community colleges from state sources--recognizing that the property tax base cannot sustain that kind of pressure, recognizing as well that there are a greater number of voters and taxpayers who are not directly connected with schools today than there are those who are. Particularly this is true in the K-12 area. This may not be so true of community colleges in the future, but that's the statistic today. It is one of the reasons it's hard for medium-to-high-wealth districts in the K-12 area to go out for elections in which they are asking for permission to exceed the expenditure limitations of SB 90 and find any success. There simply are more taxpayers and more property taxpayers who either have passed through the schools and gone on in terms of a direct family connection or don't have any interest in the schools or are feeling a squeeze with respect to tax pressures on their income

and with respect to the nature of the economy. They simply are not going to say, "You have our permission." And if you go out to an election in order to be able to try to respond to the pressures of collective bargaining, and the local voter says, "I'm sorry, but you do not have our permission," and if there is no great big bag of money that is coming from the State to provide relief, then you have no choice but to back up about 15 yards and punt.

That's about the only suggestion I can give to you. And if that happens in 10 or 15 community college districts and the pressure begins to build, maybe the Legislature then delivers a pot of money. In the meantime, maybe, there are a whole bunch of strikes, and the political climate is then set probably for a ballot initiative, which maybe some of those who are proponents of collective bargaining today would wish would not occur in the future, because I know of no poll which has ever been taken by anybody that shows a majority of the people in the body politic approve the concept of collective bargaining for public employees, particularly if it includes the right to strike. It may very well be that when push comes to shove in the future in some of these districts, or elsewhere in the public employee sector in this State, that there will be political reaction from the body politic. You may even politically want to try to stimulate that reaction. That's up to you. But you cannot count on it in the meantime; you're going to have to deal with those kinds of pressures and hope you can live through it.

Secondarily, what happens if the Legislature provides a Serrano solution for K-12? Apparently, the Governor and the Speaker do not choose to do that, at least this year. But let's assume the Legislature provides a Serrano solution and then wishes to extend that to community colleges. You simply add to medium-to-high-wealth districts a bigger dimension to the same problem. At that point you'll have no choice but to be cutting program wholesale with a big meat ax. It's going to hurt and it's going to be politically unpopular. You'll get the blame for it if you're an elected trustee. It is not going to be easy to be running for re-election in that kind of an atmosphere, but that's where I think you'll be perhaps in the next election and the one after that.

There is one point that may lead to some relief to this circumstance, and that point may very well be the Governor. Because it is the Governor himself who has stipulated his enthusiasm for collective bargaining for public employees. And it is the Governor who will have to deal with that, along with you, and it is the Governor who, I believe, will find himself in the similar tough, hard, politically unpopular, potentially explosive situation that you will find yourself in. If in fact the Governor learns that lesson, particularly inasmuch as he suggests austerity at the present time, then you may find there is some sympathy on the part of the Governor for your plight, and you may find that he will be willing to release some of that "austerity" which may inure to your benefit, and a bag of money may very well be delivered from the State in order to provide some relief for the pressures that are upon you, and in the K-12 area as well.

But the Governor is going to have to face squarely the fact that, if he does exercise that degree of sympathy, that bag of money is probably going to require a tax increase at the State level. And if it requires a tax increase

at the State level any time between now and 1978, it's going to make it that much more difficult for the Governor to seek and secure re-election.

I think, in other words, that the Governor has put himself in a position where he is damned if he does and damned if he doesn't.

If you're looking for an indicator as to what a collective bargaining bill will be when it passes the Legislature and is signed by the Governor, in my opinion by the first of June, you might get out an old copy of Mr. Moretti's Assembly Bill 1243, which covered all public employees, included the right to strike, didn't touch the question of tenure or civil service or substantially change it at all. Dust that off, make a few minor amendments, update it a little bit, and that's what I think will become the law of California.

CONCLUDING REMARKS

Glenn P. Smith

I'm going to make this personal. Next week I begin my 26th year as a salaried professional in the field of education. Having survived the first 25 years, I'm sure the next 25 are going to be easier. However, we have been called upon to make some massive adjustments. I'm speaking now of the administrative arts. Look back over the last six or seven years: the period of growth that has come to an end for many of us, the turbulence of the late '60s, the multiplicity of constituencies that play upon whatever our work is, and now a new challenge in collective bargaining.

If collective bargaining comes, and I'm not editorializing about whether it should or shouldn't and in what form, those in this room who are adminis rators and board members and managers and others who are faculty have one commanding and compelling obligation, and that is to learn the most we can about it and do the job very, very well when we get there.

My obligation as an administrator and a chief officer is to see that not only management takes no early great defeat, but neither does the faculty or any classified group. If collective bargaining comes, equilibrium is going to be essential, and winners and losers are simply not going to be in order. I know full well that if I'm a big winner in the first year or two on the management side of a collective bargaining agreement, that this district, and I personally, will pay for that for some time, and I think the faculty ought to feel the same way when they negotiate. The horror stories from many other districts are often registered in those first years.

With some of the practice we've had with the Winton Act at least we've had some get-ready time and maybe we'll escape some of the suddenness and abruptness that states which suddenly got into collective bargaining without any interim kinds of arrangement have suffered.

I also think it's an opportunity for administrators and faculty to get their things together in quite a different way. Don't you think faculty committees upon occasion have not done their job timely and their homework well, and don't you think administrators have missed the point a time or two, also? If we're going to bargain collectively, one of the compelling elements will be that the board and the management side and the faculty or the other employees and their side get their thing together and think through from concept through detail what it is they stand for in this business and what that contract ought to represent.

I'd like to make a prediction. It may be that there's limited opportunity in teaching these days with plateaued enrollment, but I think there's going to be quite an opportunity in administration. I think a lot of people are going to get out of the business. I think some of our older administrators are going to retire early because they conclude it's just not worth the new era, and I think there'll be some failures among us. I think there's going to be a turnover in trustees. That might not grieve some of you, but adds to the problem of continuity and discontinuity. I know personally many trustees, and

I'm not speaking of the five whom I serve in this district, who don't think the satisfactions any longer outweigh the terrible pressures of that essentially volunteer work.

Now, again without editorializing, I am concerned that it is going to be very tough to meet the expectations of collective bargaining when it comes, and to continue the shakedown in school finance under the revenue limits of SB6, and to face whatever is the continuing trip of inflationary recession that we're passing through now.

It is a new ball game, and it's going to be tackle, not touch, with or without collective bargaining. You know, we've had a soft industry in many ways, soft in the sense of the way the game is played, but I think it's going to be with the big boys from here on.

One last point: I'm struck by the changing attitude about education in this country and the changing attitude about the value of the collegiate experience. Some of it is tied up with our economic problems, but not all. Some of it stems from the trip we made in the late '60s and early '70s. And we as professionals, whichever side of the table we're going to sit on, had better not take that lightly.

Something else we'd better think out: During the first two-thirds of my years in this business, when the pay window opened in the Legislature every January the first smiling person in line was education. And they got it pretty good. I don't think we're up there at the head of the line anymore. I just don't see us there, ahead the problems of welfare, of environmental improvement, of Medi-Cal, of tax reform. And collective bargaining and SB6 will have to live in that environment, too.

CRITERIA FOR THE EVALUATION AND ASSIGNMENT OF INSTRUCTIONAL PROGRAMS

In order to assure the orderly development of instructional programs and the continuous improvement of services to a changing community, the following guidelines for the evaluation and assignment of instructional programs have been established.

The District Planning Council, with representation from each College and from District Planning Services, will serve as the coordinating unit for instructional program planning and development.

College Program Balance

Each College will be encouraged and assisted in developing a comprehensive instructional program consistent with overall District goals. There should be an appropriate balance between transfer and occupational offerings. This balance is not dependent upon any fixed ratio, but upon the characteristics, service area, and present offerings of a given College. Institutions with program imbalances will be given priority in the location and relocation of instructional programs.

Clear Demonstration of Need

No program shall be instituted without clearly established need, which may be demonstrated in terms of academic excellence, special student need, or career opportunities. In the latter instance, programs shall be established only when job opportunities can be anticipated for a period of at least five years. Occupational programs shall be developed only when there are job opportunities expected for at least a minimum class of graduates per year.

Cost-Benefit Analysis

Any proposal for a new program or expansion of service shall include a complete cost analysis as anticipated for a three-year period. Benefits accruing to students and to the District as a result of the proposed program shall be estimated, and the basis for this projection shall be provided for further review. Estimates of instructional and administrative costs per unit of ADA generated should be included.

Staff Balance

When proposing new programs or expanded services, staff balance within the College and the District must be taken into account. Consideration should be given to the location of staff within the District who have specific capabilities which might be called upon to strengthen proposed activities. If program or course deletions are included as part of the proposal, staffing considerations should be accounted for.

Emphasis on Program Clusters, Occupational and Academic

Each College will identify and emphasize specific occupational and academic program clusters within the current and proposed offerings, which are consistent with effective high-quality program operations and with District-wide instructional needs. New program development will be given priority at the College or Colleges where related cluster activity is already underway. Program clusters also will be given priority in long-range facility planning.

Adequacy of College and District Support

Any new program, whether it is in an already established program cluster or is a new program area, will be evaluated in the light of facility requirements, support courses needed, anticipated student enrollment, and potential growth. Assessment of growth will be in relationship to the immediate service area of the College, as well as the program's appeal to students in other service areas. Provisional programs to meet an immediate need may be offered at any College able to provide facilities and support programs. Such programs may be moved later to another location if the area of need shifts from one part of the District to another. Before any new program is begun, in either a permanent or temporary location, it must be established that the District can fund the new program in addition to other operating programs.

New Programs Needing Facilities

New programs needing special physical facilities will be granted a budget, a timeline for development of facilities, and a location where maximum potential can be realized. In the establishment of new programs, prime consideration shall be given to outreach facilities and satellite centers, as well as the established campuses. If possible, consideration will be given to a growing College to encourage a balance of facilities, programs, and enrollments in the District.

Multiple Programs

If there is sufficient demonstrated need for programs to be offered at more than one College, and if it is certain that multiple programs would each operate at more than 75% capacity, then such multiple programs will be authorized.

Further evaluation should take place at least biennially with research analysis and evaluative techniques provided by District and College research personnel. Such evaluation should provide information to assist in decision making concerning the expansion of existing programs and the selective phasing out of programs.

PROCEDURES TO BE USED IN IMPLEMENTING REQUESTS FOR NEW PROGRAMS

I. Proposals for the development of new programs shall be transmitted to District Planning Services by Division Chairpersons, through their Deans of Instruction.

   A. A standing item on the District Planning Council agenda will provide for the presentation of new program proposals.

   B. A College Division Chairperson, through the Dean of Instruction, will then present rationale for development and location of the proposed new program.

      1. The rationale must include the relationship of the proposed new program to existing programs of the three Colleges.

      2. The availability of facilities, as well as support services, and related courses, must be addressed.

      3. Cost data must be provided, indicating any additional monies required beyond existing budget allocations.

II. To assist the District Planning Council in evaluating new program proposals, District Planning Services, together with appropriate College personnel, will:

   A. Prepare an analysis of the proposed program, including transferability to upper division institutions and employment opportunities for graduates;

   B. Survey sources of enrollment and estimate the size of beginning classes;

   C. Evaluate the potential need for instructors with qualifications other than those of current staff members;

   D. Analyze facility requirements and availability.

III. Recommendations concerning new program development at a College will be based upon:

   A. District and College program balance;

B. Educational cluster relationships;

C. Ability of the College and District to support the program;

D. Facility requirements;

E. Student interest;

F. Community support.

IV. When a College receives approval for the development of a new occupational program, an advisory committee will be formed to guide program development.

V. If a College wishes to duplicate a program, the following must be demonstrated:

A. Oversubscription of current curriculum or need for a new program at two colleges;

B. Demonstrated student need beyond that being met by current program;

C. Availability of work experience stations, if applicable;

D. Availability of jobs in excess of those which can be filled by students in the program of one College;

E. Adoption of current programmatic sequence;

F. Operation with a joint advisory committee.

VI. At least one meeting per year of the District Planning Council will be devoted to a comprehensive review of existing programs, with possible recommendations for the combination or elimination of programs.

A. Such a review will be based upon:

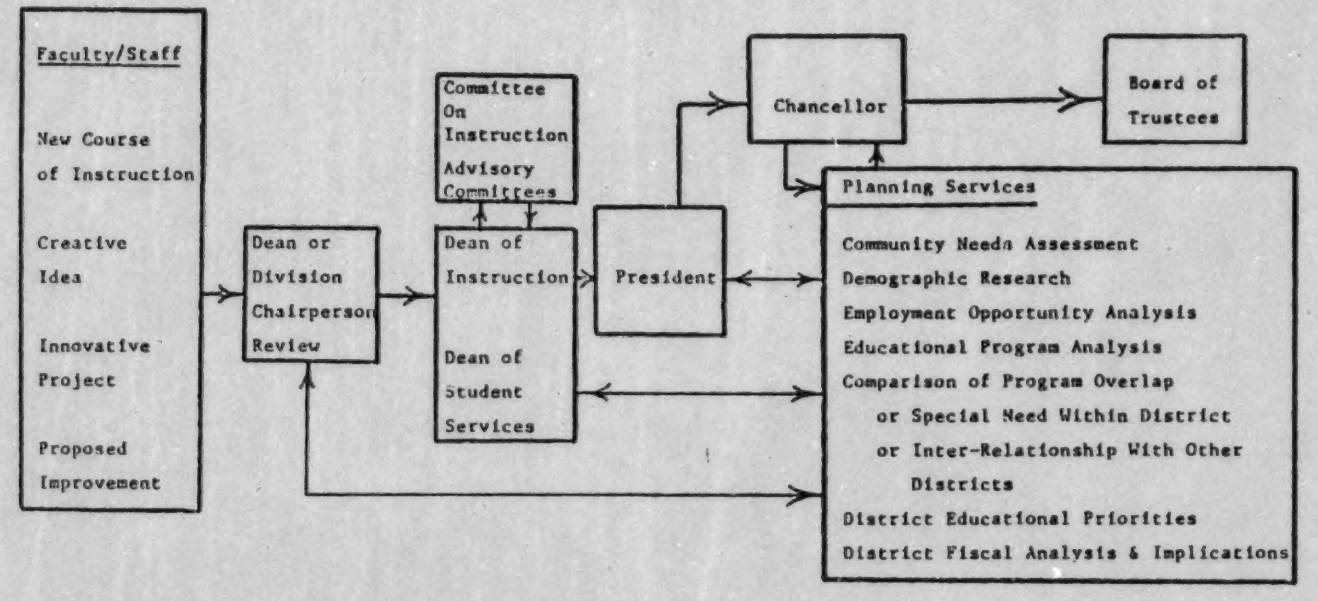
1. Enrollment over the preceding three years;

2. Population shifts;

3. Availability of employment for graduates.

VII. The District Planning Council will make recommendations for new program assignment or program elimination to the District Council and Chancellor.

DEVELOPMENT OF INSTRUCTIONAL PROGRAMS



The New Directions

The DMPC members detect throughout the Colleges and the District a readiness for change to meet new goals and to search out better ways to accomplish the District mission. All recognize SMCCD's tradition of excellence, and they are prepared for aggressive leadership to chart out the ways toward further excellence in new areas.

The DMPC also detects increasing sensitivity to emerging individual and community needs which may call for some reordering of the institutions' priorities. The District has a mandated responsibility to take affirmative action in its hiring practices, but the DMPC finds beyond that a readiness for affirmative action in a broader context. The DMPC is asking that an aggressive pursuit be undertaken for new programs, new educational methods, and new ways to make the College services more accessible.

Further, the DMPC notes widespread concern over the dilemma which calls at once for maintaining the individuality of the Colleges while all must still operate within the same fiscal structure, legal strictures, tax base, and District boundary. There is also widespread recognition that no simple solution such as decentralization or centralization exists for such a complex problem—that the most productive way to deal with the problem is through careful analysis of the various functions to be performed and assigning these at the level at which they can be most effectively achieved. Thus, District attention should be directed toward District-wide comprehensiveness rather than individual College comprehensiveness.

Attention to changing priorities and to a cooperative effort at District-wide programming fits yet another new direction being imposed on the District

from the outside. With changes in the law and the economy, SMCCD no longer has the fiscal options it once enjoyed. As a result, close attention must be paid to District-wide priorities for resource allocation and to accountability for the effectiveness of resource use — two factors closely tied to the ongoing planning process which the DMPC has recommended. The need for administrative leadership in assuring flexible and effective use of staff, facilities, and programs will be essential.

The Mission and Goals

In DMPC discussions of SMCCD mission and goals, the words service and accessibility were woven through every consideration. The test of these mission and goals statements will be how well SMCCD organizes and reorganizes itself to deliver the services needed by the individuals and communities of the District.

MISSION STATEMENT

San Mateo Community College District, recognizing the individual's right to education, is committed to leadership in providing quality education, in partnership with its community, to

- identify and respond to the educational needs of people,
- provide an environment which enables individuals to realize their individual potential, and
- offer opportunities for lifelong learning in our changing world.

GOALS

The Colleges of San Mateo Community College District shall:

1. provide lower-division transfer programs which prepare students for success in four-year colleges and universities;

2. offer occupational education programs, in cooperation with business, industry, labor, and public service agencies, which are directed toward skills improvement, training and retraining for employment;

3. offer general education to acquaint students with the broad outlines of human knowledge, and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community;

5. provide community services which include community cultural activities, programs for enrichment, recreation, and assistance in identifying and resolving community issues and problems;

6. provide comprehensive guidance, counseling, and other student services;

7. offer remedial education to enable students to eliminate basic skills deficiencies;

8. maintain a climate of academic freedom in which a variety of viewpoints are presented on controversial and contemporary social, philosophical, and political issues;

9. implement effective policies for affirmative action in student recruitment and personnel employment;

10. make programs accessible through a variety of locations, methods of instruction, scheduling patterns, and support services.

General Recommendations

A number of detailed and specific recommendations for action are presented in each of the four sections of the Educational Program Master Plan. In this summary a series of general recommendations are listed which cut across all four sections of the Plan:

Recommendation I: That the District accelerate its metamorphosis from a campus-focused institution to a broadly community-based institution.

Providing increased accessibility by taking the program to the student is encouraged through the use of both public and private off-campus facilities. The District should take positive steps to capitalize on the delivery potential of its communication resources. Further, the District should capitalize on the willingness of both business and community agencies to accept a partnership role in meeting special needs of both individuals and groups.

Recommendation II: That the District take the necessary steps to coordinate those programs and processes which will affect the delivery of services across the entire District.

This recommendation calls for developing uniformity in processes and reporting, in program delivery systems, in program balance, and in the development of District-wide guidelines for program design, development, and evaluation. The need for a system which assures common admissions and registration procedures, student services, as well as common course titles, numbers, and objectives is obvious in a district where students are provided the opportunity to attend more than one college. Such uniformity becomes increasingly important as the District moves toward District-wide comprehensiveness and programming. It will also provide for more comparable data to be used in planning and evaluation.

Recommendation III: That the District take the necessary steps to develop and coordinate those services and processes designed to assist the individual directly.

Specific recommendations for developing learning and support systems that provide an individual with alternative ways of reaching educational objectives include:

- flexible program scheduling
- open-entry, open-exit programs
- flexible program lengths
- diagnostic testing services
- varied instructional methods and delivery systems
- extending student services to evening students
- student support services which enable students to take advantage of educational opportunities.

This set of recommendations suggests that SMCCD move away from the traditional approach of providing only one path whereby an individual can reach an educational goal to one where the institution strives to develop various alternatives around the learning styles and schedules most appropriate for the individual.

Recommendation IV: That the District pursue the development of program clusters and close linkages between programs, departments, and services.

Occupational and academic programs clustered around a core program can provide students with a number of options for changing program directions or goals without a major loss of time or credit. Thus horizontal as well as vertical mobility in career preparation can be available to students. This recommendation provides program accessibility much as Recommendation I provides location accessibility. In addition, it is recommended that the District take full advantage during program development and modification of assuring that rich multi-cultural opportunities are woven into the programs rather than added as a separate component.

Recommendation V: That an active program of staff development be initiated at all levels to prepare for the patterns of change ahead.

Assistance in preparing for new educational directions and for sharing of special innovations is recommended. Also recommended are development of inservice programs that provide all staff with knowledge about counseling services, inform counselors of program objectives and instructional methods, and apprise faculty of new instructional techniques. The recommendation dealing with the recruitment of the nontraditional student suggests that SMCCD should

provide assistance to the staff at all levels in providing programs and services for this new type of student. Further, the recommendation that community services use additional community members as teachers and the likelihood that other program requirements will also call for a different staffing balance suggest that inservice training for both new and continuing staff will be required.

Recommendation VI: That a broad communication network of advisory groups and users be instituted.

The District needs further development of its communication with external agencies (businesses, four-year institutions, high schools, etc.) and with internal constituencies (students, faculty groups, etc.). Specific recommendations dealing with the following are detailed in the body of this report:

- community needs information system
- community participation in program directions
- academic program development with direct four-year institution review and input
- District occupational program advisory committee
- community services advisory groups
- student services advisory groups

Recommendation VII: That the District organize new procedures which involve the staff, students, and community in evaluation and decision making processes.

The intent of this recommendation is not to curtail the prerogatives and responsibilities of the administration and the Board. Rather, it is to broaden the information base so that the assignments of responsibility and accountability are better understood and effected. Specific recommendations include:

- student evaluation of staff and programs
- representation of students, staff, and community on key committees

Recommendation VIII: That a comprehensive Educational Information System be developed to provide timely analysis of patterns and trends necessary for informed decision making. This system should include:

- descriptive, attitudinal, and evaluative information on the community, student population, course and program offerings
- staff profile
- occupational trends
- requirements of programs at four-year institutions
- other information of use to students, staff, and Board of Trustees

The Next Step

The submission of this Educational Program Master Plan marks the end of the first phase of SMCCD's update of its plan for the future. With this action, moreover, the present District Master Planning Committee has completed its assigned task.

The DMPC presumes that after suitable study of its recommendations, the Board of Trustees will direct the administration to take appropriate actions to move ahead on a number of fronts, including the development of an

ongoing internal evaluation of District progress toward the implementation of approved master plan recommendations.

How appropriate and how successful such actions are will require serious external evaluation after enough time has elapsed to test both the DMPC recommendations and their implementation. Therefore, the DMPC recommends that the Board of Trustees reconvene in two years a broadly representative body similar to the DMPC to assist the Board in evaluating District progress toward its new goals.

INTRODUCTION

Master Planning Participants and Data Sources

This document is the culmination of the intensive efforts of a large number of people who are vitally interested in the educational future of San Mateo County and of the San Mateo Community College District.

The District Master Planning Committee, comprised of citizens of the community, students, faculty, and administrators of the three Colleges, District administrators, and classified staff representatives, has developed this Educational Program Master Plan with the assistance of the specially appointed District Master Planning Staff (faculty and administrators assigned part-time to the master planning effort, and Tadlock Associates, Inc., educational consultants).

Significant contributions have also been made by large numbers of other faculty, staff, and students of the three Colleges throughout the 1974-75 college year. The three College Master Planning Committees have interacted with the District Committee and Staff, and a series of two-day visitations by District Master Planning Staff members to each of the Colleges made it possible for all those interested to participate in this important planning process.

A number of sources of data, including District and College records, local and State government reports, United States Census abstracts, and a detailed, locally prepared questionnaire on the goals and programs of the Colleges, have been used by the District Master Planning Staff as the basis of a series of comprehensive technical reports which are, and will continue to be, at the heart of the District's information base from which planning decisions

can be made. As an indication of the breadth of the data sources, it should be noted that nearly three thousand completed questionnaires were received from citizens of the community, students of the Colleges, local high school students, District and College staff, and special-interest community groups.

The list of technical reports produced thus far includes:

1. Administrative Functions and Patterns
2. Certificated Staff Profile
3. Community Needs Assessment
4. Community Services
5. Comparison of Programs by Number of Courses, Number of Sections, Course Enrollments, and Weekly Student Contact Hours, 1969, 1971, 1973
6. Comparison of Student Profiles
7. Demographic Data Base
8. Facility Review
9. Learning Resources
10. Mission Statements
11. Occupational Needs Assessment
12. Perceptions of the District Held by Special Community Groups
13. Student Enrollment Projection, 1975-1980
14. Student Services

Master Planning "Milestones"

In the planning process to date, two major District Master Planning Committee activities may be viewed as milestones. One was Charrette I, which, after several preparatory meetings, focused on the mission and goals of the District. In that intensive one-day exercise, a proposed new mission statement

and a set of goals and objectives were developed. After subsequent staff work on these and other items, and several meetings in which the technical reports were presented and discussed, the District Master Planning Committee reconvened for a two-day intensive planning session, Charrette II, which began by reconsidering the previously developed mission, goals and objectives, and moved on to the development of specific educational program recommendations. Each of the committee subgroups identified appropriate goal and objective statements for its area (academic programs, occupational programs, student services, or community services), and developed the requisites for meeting these goals and objectives, related problems and/or conflicts, and specific recommendations for change. Each group asked itself the following questions:

1. What are the implications of the goals adopted in Charrette I for the programs in the subcommittee's area of interest?

2. Specifically how should the District respond to changing population and enrollment patterns in terms of changing its priorities, locating areas of educational needs, offering new programs, and modifying existing programs?

3. What problems and conflicts may be anticipated in realizing these objectives?

4. What specific recommendations for change should be made at this time?

Finally, the Committee as a whole considered, assessed and approved the recommendations from each of the four subgroups.

Charrette Participants

Charrette I was conducted with general participation of all those attending.

In Charrette II, members of the District Master Planning Committee (DMPC) together with District Master Planning Staff (DMPS) members, Tadlock Associates (TAI) staff, and several guest participants, were organized into four operational task forces, each dealing with a major area of the District's educational mission.

The members of the four task forces, representing the thinking of a broad spectrum of community, students, faculty, and staff representatives, are listed below:

Educational Programs (Academic)

Rudolph Melone, DMPC, Chairman
Robert Batch, DMPC
Ann Benner, DMPC
Donald Brown, DMPC
Samuel Ferguson, DMPC
Joe Conte, TAI
Clifford Denney, DMPS
John Mullen, DMPS
Jim Upton, DMPS
Jean Fredricks, Guest
David West, Guest

Student Services

Carol Fouts, DMPC, Chairman
Mel Jones, DMPC
Richard Kuntze, DMPC
Michael Silva, DMPC
Josué Hoyos, TAI
Pat Manning, DMPS
Zoe McCandless, TAI
Herbert Warne, DMPS
Jacqueline Massing, Guest
William Walsh, Guest

Educational Programs (Occupational)

Warner Anderson, DMPC, Chairman
Ted Gilman, DMPC
Donald Harris, DMPC
Leonard Herzstein, DMPC
Claire Mack, DMPC
Tad Masaoka, DMPC
Jere Morris, DMPC
Robert Bennett, DMPS
Max Tadlock, TAI
Mary Judith Watkins, DMPS
Richard Talavera, Guest

Community Services

George Wallace, DMPC, Chairman
Lee Neeley, DMPC
Rex Butler, DMPS
Bob Fryckman, DMPS
Marion Tadlock, TAI
James Hardt, Guest
Ruth Nagler, Guest

Committee Beliefs Underlying Master Plan Recommendations

In this Educational Program Master Plan, the District Master Planning Committee makes a number of specific recommendations about program components, structure, and process. To see these programs in their proper perspective, it is important to understand the beliefs the Committee holds about our Colleges.

The members of the Committee believe that this District has a responsibility to search out aggressively the educational needs of this County, to develop the programs essential to meet these needs, and to implement such programs dynamically. The implication of such a posture is that the District will discover new programs, new methods, and perhaps even new populations, with resultant growth in enrollment and demand on resources to meet this increase.

In its investigations and deliberations, the District Master Planning Committee has become convinced that the climate now is more appropriate for change -- and for new kinds of responses -- within the San Mateo District than it has been in a decade. They sense an eagerness to search out better ways, and to rekindle a sense of excitement in the activities responding to educational needs.

The Committee also believes it is time for the District to change its enrollment planning base. The traditional use of the graduating high school senior population as the primary basis for planning programs and facilities is no longer valid, in an era when every effort should be bent on filling and fulfilling the lifelong needs of the entire population. It is time, then, we suggest, for San Mateo Community College District to use the entire County population as its planning base.

With this readiness for change and this new planning base, other things seem to fall out automatically. As we look at the entire County, so must we look at the entire District as a system, rather than centering on three separate and distinct College locations. Comprehensiveness for each of these campuses was once a byword in this District. But again and again, in the evidence gathered by this Committee and in its own discussions, comprehensiveness has come to mean the comprehensiveness of the entire District as a unit.

Further, if we are to accept the responsibility of supporting financially the educational demands of the Colleges of the District, we must then look at the new opportunities in terms of a District-wide response. Comprehensive educational programs must be developed by the District with better cost-benefit ratios than would be possible among three separate Colleges competing for individual enrollments, individual services, and individual stature. Such efforts to obtain maximum return on the dollars available for investment are imperative.

The District Master Planning Committee is convinced not only of the potential financial advantages of coordinated District-wide program planning and operation, but also of the need for flexible District-wide systems related to facilities, staffing patterns, and staff movement among the Colleges.

It appears to this Committee that the District is now in a position to implement the philosophy of the "open-door community college" even more completely than it already has done -- in ways which will allow members of the community to enter and leave, and to re-enter, as their circumstances and needs dictate, rather than as the requirements of the Colleges demand.

This Committee also feels that the Colleges of the District are prepared to realize fully their leadership role in community college education in the State. It is clear, however, in the judgment of the Committee, that the first task facing the District is the determination of its goals, program directions, and organization -- followed by the development of vital new programs which will become the basis for State leadership.

MISSION AND GOALS

In developing this Educational Program Master Plan, the members of the District Master Planning Committee were guided by the proposed new mission and goals statements developed in Charrette I. These statements have meaning, and can be tested for validity, only when they are translated into action. In the judgment of the Committee, the effective development of the programs recommended will be the test of the District's belief in and understanding of its responsibilities.

Mission

San Mateo Community College District, recognizing the individual's right to education, is committed to leadership in providing quality education, in partnership with its community, to

- identify and respond to the educational needs of people,
- provide an environment which enables individuals to realize their individual potential, and
- offer opportunities for lifelong learning in our changing world.

Goals

The Colleges of San Mateo Community College District shall:

1. provide lower-division transfer programs which prepare students for success in four-year colleges and universities;

2. offer occupational education programs, in cooperation with business, industry, labor, and public service agencies, which are directed toward skills improvement, training, and retraining for employment;

3. offer general education to acquaint students with the broad outlines of human knowledge, and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community;

5. provide community services which include community cultural activities, programs for enrichment, recreation, and assistance in identifying and resolving community issues and problems;

6. provide comprehensive guidance, counseling, and other student services;

7. offer remedial education to enable students to eliminate basic skills deficiencies;

8. maintain a climate of academic freedom in which a variety of viewpoints are presented on controversial and contemporary social, philosophical, and political issues;

9. implement effective policies for affirmative action in student recruitment and personnel employment;

10. make programs accessible through a variety of locations, methods of instruction, scheduling patterns, and support services.

Note

Goals 7 - 10 apply to all aspects of the Educational Program Master Plan and should be understood to be involved in each of the following sections, although, to avoid undue repetition, they are not restated in each.

EDUCATIONAL PROGRAMS (ACADEMIC)

In its analysis of academic programs, the District Master Planning Committee has identified those proposed major District goals which are directly related to transfer and general education. Specific objectives have been developed, taking into account program characteristics and data from the technical reports produced by the District Master Planning Staff. Academic programs have been described as they should be operated to meet the stated Goals 1, 3 and 4. A number of potential problems and/or conflicts associated with transfer and general education have been recognized. Finally, a series of recommendations for change have been developed, and are presented in the last part of this section.

Goals Related to Transfer and General Education

The Colleges of San Mateo Community College District shall:

1. provide lower-division transfer programs which prepare students for success in four-year colleges and universities;

3. offer general education to acquaint students with the broad outlines of human knowledge, and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community.

Objectives for Achievement of Goals

The Colleges of San Mateo Community College District shall achieve these goals by:

1. providing courses and activities that respond to the educational needs of students for the acquisition of basic skills;

2. offering a wide spectrum of personal enrichment courses which reflect the educational interests of the community;

3. offering students who seek more advanced study a comprehensive set of transfer programs fully articulated with the colleges and universities in California, and of a quality equal to or better than comparable lower division programs at these four-year institutions;

4. providing academic programs in line with the employment trends of the greater Bay Area and meeting the preparation standards maintained by prospective employers;

5. coordinating academic and occupational programs and courses at the District Colleges so that students may transfer from one program to another, or from one College to another, with minimal loss of time and credit;

6. encouraging students to play an active and central role in the definition and implementation of their own personal educational goals;

7. fostering a climate of mutual trust among students, staff, and Board of Trustees in which all individuals will have a meaningful opportunity to participate in the making of rational decisions which affect them;

8. providing a learning environment in which students will learn to make rational choices and prepare to exercise their rights and

responsibilities as individuals capable of contributing to the improvement of themselves and society;

9. maximizing the accessibility of programs and courses to all potential students;

10. utilizing various methods of instruction which respond to the different learning orientations of a wide range of students;

11. instituting a comprehensive policy and program for faculty and staff development and in-service training;

12. optimizing the cost-effectiveness of all District programs and services consistent with quality education.

Requisites for Meeting Goals and Objectives

To meet these goals and objectives, the Colleges of San Mateo Community College District should:

1. develop an ongoing system of community assessment which will anticipate and respond to the needs and aspirations of potential students and isolate the factors which inhibit their enrollment in programs offered by the District Colleges;

2. formulate a policy for the equitable allocation of resources among the various types of programs and courses, including transfer, occupational, basic skills, and personal enrichment;

3. provide adequate counseling, advising, and informational services to help each student develop a personal set of

educational goals, regularly assess and revise these goals in the light of the student's progress and evolving aspirations, and make rational and informed choices toward the progressive achievement of these goals;

4. provide courses and other learning experiences which will assist students to develop the ability to set goals, make decisions, and evaluate experiences;

5. develop a diagnostic testing service which will assess each student's needs and deficiencies in relation to personal goals, and which will indicate the most appropriate learning style for each student;

6. provide a broad spectrum of short- and full-term courses enabling students to acquire efficiently the basic skills required for achievement of their educational goals;

7. offer a variety of courses and other learning experiences for self-enrichment and personal growth;

8. provide the broadest possible range of lower-division programs in preparation for academic programs offered at the four-year institutions to which our students most frequently transfer;

9. hold discussions between District personnel and their counterparts at four-year institutions in order to determine the content and standards of transfer programs, and in order to obtain articulation agreements which guarantee the transferability of courses within these programs;

10. develop and maintain a system for providing current information to students and counselors on the transferability of courses, as well as their relationship to other requirements of four-year institutions;

11. develop uniform District-wide program and course definitions and objectives, as well as common course numbers and titles;

12. develop a system for assessing the comparability and quality of lower-division programs in the District relative to those at appropriate four-year institutions, including a follow-up procedure to evaluate the success of District transfer students at these institutions;

13. establish cooperative research with major employers in the County to define the needed content and standards of educational programs and courses, and develop a system for measuring their adequacy as preparation for employment;

14. establish clearly defined objectives for individual programs and courses in relation to general District objectives (as stated above), requirements and objectives of the corresponding upper-division programs at four-year institutions, and personal goals and objectives formulated by District students;

15. establish clear and orderly procedures for program and course development and evaluation requiring verification of student need and interest, and involving students, faculty, and administration in well-defined roles;

16. establish a comprehensive process for implementing the policy on evaluation of certificated personnel, including student, peer, and administrative evaluation of faculty and counselors, as well as faculty, staff, and student evaluation of division chairpersons and administrators;

17. develop a policy which encourages student participation with counselors and instructors in the evaluation of their courses, instructors, and counselors;

18. develop a methodology for evaluating the comparative effectiveness of various teaching methods and systems;

19. offer courses with a variety of instructional methods to meet a variety of learning modes and schedule classes at a variety of times and locations appropriate to student demand;

20. provide library, media, and other support services and materials which are closely integrated with the educational program and responsive to the problems which may result from greater variety in location, scheduling, and instructional methods;

21. provide a comprehensive program of staff development for all employees, informing faculty and administrators about emerging methods by which instruction may be provided in a widely varied set of alternatives, encouraging staff development and experimentation in teaching methods, and fostering an environment which rewards excellence in teaching;

22. establish positive guidelines for student participation in classes, campus activities, College committees, and other decision-making groups;

23. develop a system for measuring the cost effectiveness of educational programs and courses and other services provided in the District;

24. pursue possibilities for grants and other external funding to supplement regular income sources in support of educational programs and/or services;

25. operate a District-wide educational information system containing data on demography, community surveys, student and staff profiles, enrollment patterns, course and program offerings, facilities, and fiscal records, and producing decision-oriented reports for use, as appropriate, by students, faculty, staff, administrators, and the Board of Trustees, as well as State and federal agencies.

Potential Problems and/or Conflicts

In the planning and operation of academic programs, the dynamics of competing interests and viewpoints may give rise to honest conflicts:

1. between efforts to retain the individual character of each College and attempts to effect a degree of standardization in course nomenclature and transferability, program definition and approval, methods of evaluation, etc;

2. among the Colleges, regarding the appropriate College(s) at which particular programs should be offered;

3. between the Colleges and four-year institutions regarding the roles of each in the determination of lower-division program requirements;

4. among the students' need for self-direction, the roles of counselors in providing guidance, and the roles of instructors in determining course contents and standards;

5. between the administrators, who have the responsibility of insisting on standards of cost-effectiveness, and the faculty, who are entrusted with maintaining standards of academic excellence.

The entire movement toward greater diversity in program offerings and teaching methods, toward more flexible open-entry/open-exit course scheduling, and toward greater use of off-campus locations may further aggravate many current problems:

1. How will media, counseling, and other support services be provided at off-campus locations?

2. How will the greatly increased need for individualized learning packages be financed?

3. What policies, in a less rigidly structured educational environment, will determine instructor loads, staff reassignments, and administrative reorganization?

4. How will greater participation in decision-making be balaneed against the need to maintain District-wide standards and meet well-defined timelines?

5. Will there be an increased need for more precise definitions of the roles of students, staff, and Board in decision making?

6. Will the greater flexibility of course offerings, required by a wide range of individual learning styles and educational aspirations, result in increased costs?

In addition, the problem of effective communication within the District and with County residents, a subject of frequent criticism, must be squarely addressed.

The tendency of four-year institutions to modify requirements in various programs places a special burden on our Colleges to maintain regular communication with these institutions, even on a departmental or personal basis.

The tendency of community college classes to be highly heterogeneous in student preparation levels and to include many students at a borderline level makes it especially difficult to maintain quality standards equal to those of four-year institutions. It may be necessary to develop and require more remedial courses, and make such courses attractive to students.

Recommendations For Change

Timelines for the development and implementation of the following recommendations for change will be established by the District Council in concert with Planning Services, with appropriate assignment of Management Tasks to individuals stated in the recommendations.

1. District Planning Services should design a District-wide Educational Information System.

Interviews should be conducted by Planning Services with administrators, faculty, staff, and student leaders at the three Colleges and with the District Office to determine the kinds of information and the timing and distribution of reports that the system should produce. Planning Services should then determine the kinds and timing of input the system will require to yield the desired output, and present a preliminary report to the District Council outlining the nature and timing of system input and output requirements. Development of the system logic should then be completed for approval by the District Council.

Throughout the development phases Planning Services should elicit the insights and cooperative assistance of District students and staff in order to assure the acceptability and adequacy of the system. The kinds of input information should include: student and employee profiles; enrollment patterns in the District Colleges and San Mateo County high schools; course and program requirements, inter-relationships, and enrollment patterns; facilities and fiscal data; demographic and attitudinal characteristics of County residents and the student population. The information output from the system should be oriented toward educational planning and decision making by the Board of Trustees and administration, by individual Colleges and divisions, and by individual faculty members and students. Output should eventually be available on an on-line inquiry basis as well as in the form of batch-produced reports.

2. District Planning Services should design and maintain a system for assessing on a regular basis the educational needs and attitudes of County residents, District students and staff, for input to the educational information system.

Planning Services, in consultation with personnel at the Colleges, should design a system for regularly surveying appropriate student and County resident populations to determine their attitudes and interests, and the problems which inhibit their educational participation or diminish its effectiveness. This survey system should be fully integrated with the overall educational information system. The system should be versatile enough to include the various surveys and attitudinal assessments frequently conducted by various groups at the Colleges which are judged to be of overall use in educational planning by District employees or students, and at the same time maintain appropriate standards of statistical validity and reliability.

3. The Deans of Instruction, in concert with the Deans of Students, division chairpersons, faculty, students, and staff at the three Colleges, should develop a comprehensive policy recommendation to achieve an appropriate balance in resource allocation among program and course offerings in basic and remedial skills, personal enrichment, occupational and transfer education.

This policy recommendation should clearly define the process for program and course development, location, termination, and modification, as well as criteria for allocation of fiscal and personnel resources among the various programs at the three Colleges. The policy should indicate what use will be made of information on student needs and interest as indicated by projected District enrollments, enrollment patterns in programs at nearby four-year institutions, employment trends in the Bay Area, and of the relationship between the objectives of a given program and the general institutional objectives as outlined in the Master Plan. Specific objectives should be associated with programs and courses in order to provide a basis for ongoing evaluation

(see Recommendation 6). Finally, the criterion of cost-effectiveness consistent with educational quality should be a central part of the policy.

4. The Deans of Instruction and District Planning Services should initiate a series of conferences involving division chairpersons, registrars, and faculty representatives, to develop a uniform District-wide description of course and program objectives, requirements and standards, including a common course numbering and titling system.

5. The Deans of Instruction and Deans of Students should initiate discussions and other communication between District personnel and their counterparts at nearby four-year institutions to determine the contents and requirements for transfer programs and courses, arrive at articulation agreements at the departmental level, and devise an effective system of communication for providing, on an ongoing basis, timely notice of impending changes in program requirements at the four-year institutions.

These discussions should be initiated after substantial completion of Recommendation 4. A report should be submitted to the District Council for approval and to Planning Services personnel so that they may begin the task of integrating this information into the educational information system for use by students, counselors, and other personnel.

6. Division chairpersons throughout the District, in concert with the Deans of Instruction and District Planning Services, should design a comprehensive system for evaluating programs and courses at the three Colleges to determine the extent to which they are meeting their objectives.

The system of evaluation should include in its frame of reference: course and program objectives as discussed in Recommendation 4; the relationship between these objectives and the general objectives of the institutions; the relationship between individual course objectives and those of other courses in the same and related programs; student needs and interest; projected enrollment; student and faculty evaluation of course content and program effectiveness; comparative success of District graduates in programs at four-year institutions (using, for example, the Student Accountability Model (SAM)); enrollment patterns by program in these four-year institutions; employment trends in the Bay Area as projected by the Bureau of Labor Statistics, State agencies, and private industry; and the personal objectives and aspirations formulated by students in concert with their counselors and instructors. The system should include provision for re-evaluation at regular intervals and criteria for determining when courses or entire programs should be terminated, expanded, or modified. The overall objective should be to maintain a balance between the competing demands of educational quality and cost-effectiveness. Special efforts should be made to check the proliferation of courses of a similar nature offered by different divisions and to reduce or eliminate, where appropriate, duplication of programs on two or more campuses.

7. The faculties and administrators of the Colleges, in cooperation with District Planning Services, should develop a reasonable, standardized District-wide system to implement the state-mandated District policy on evaluation of certificated employees.

The system should include clear specification of the roles of administrators, faculty, staff, and students in the evaluation of administrators, division chairpersons, faculty, and counselors, and the development of instruments and evaluative criteria. A preliminary report on the role of students

in the evaluation of faculty, counselors, and, where appropriate, administrators should be presented to the District Council for preliminary approval and to Planning Services. It is recommended that student evaluation of faculty be conducted every semester as an integral part of every course, even if the evaluative input is not used for the official biennial faculty evaluation mandated by the State. Analogous evaluation of counseling services by students should also be performed on at least an annual basis.

8. The Deans of Students and counseling staffs at the three Colleges, together with the faculty, should continue development of diagnostic testing services to enable counselors and students to make more informed choices from available course and program offerings in the light of their own aptitudes and educational objectives.

The diagnostic service should assess the needs, deficiencies, aptitudes, and learning styles of individual students and relate these measures to the personal goals which the students will be encouraged to formulate with the assistance of their counselors, as well as to the requirements and objectives of course and program offerings in the District and in nearby four-year institutions. In the case of occupational programs, the requirements for success in employment in the particular occupation should be made clear to the student. Particular emphasis should be given to the detection of deficiencies in basic skills and to directing the student to courses and other activities designed to remove these deficiencies. The results of such student diagnoses will be additionally helpful to those developing or modifying course offerings, and for providing guidance to instructors on the particular needs, both as to content and to learning styles, of students in the instructors' classes. Close liaison should be maintained between the personnel involved in testing students and those involved in course design and teaching.

9. The Dean of Students at each of the District Colleges, in consultation with the Office of Instruction and with the cooperation of division chairpersons, counselors and interested faculty, should undertake the further development of an orientation program for first-time entering students and returning students.

The orientation program should provide students with an overview of the educational offerings at the three Colleges and how they inter-relate. Materials should be made available (with completion of Recommendations 1, 3, 4, 5) which describe for students the precise objectives and requirements of all courses and how they are grouped together into various, sometimes overlapping, programs, and how these in turn are related to upper-division programs in four-year institutions or to employment opportunities in the Bay Area. The orientation should introduce the student to the diagnostic testing service discussed in Recommendation 8. It should emphasize the central and active role which the student must assume in developing a definition of his or her own objectives and in the pursuit of these objectives through curricular choices made with the advice of counselors. The orientation should lead students toward the development (in the form of short courses when appropriate) of an ability to set goals, make decisions, evaluate experiences, and thereby assume responsibility for their own educational destiny.

10. The Dean of Students, in concert with student leaders, counselors, and faculty representatives, should develop at each College a recommended policy encouraging participation of students as voting members of committees and other decision making groups which have a direct effect on their lives as students, providing positive guidelines for making students more active in their classes and other campus activities.

EDUCATIONAL PROGRAMS (OCCUPATIONAL)

The District Master Planning Committee has identified three of the proposed major goals for the District as being specifically related to occupational programs. Recommendations for achievement of these three goals are spelled out in this section in the form of program objectives which the Committee believes should be adopted to meet the needs of the District's students. Potential problems and conflicts associated with these educational areas are also identified, and specific recommendations to accomplish the goals and objectives are offered for consideration.

In order to delineate the segment of District curricula called occupational programs, the Committee offers this definition:

> Occupational Education is a defined, organized set of learning activities which prepares and qualifies an individual for current and projected employment opportunities, and which may serve as preparation for advanced study.

Goals Related to Occupational Education

Proposed District goals 2, 4, and 6 are identified from the goals statement as directly related to occupational programs and services.

The Colleges of the San Mateo Community College District shall:

2. offer occupational educational programs, in cooperation with business, industry, labor, and public service agencies, which

are directed toward skills improvement, training, and retraining for employment;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community;

6. provide comprehensive guidance, counseling and other student services.

Objectives for Achievement of Goals

The Colleges shall achieve these goals by:

1. providing programs to meet the changing needs of diverse groups--programs which are responsive to social change, flexible in program length, location and scheduling, and offer the opportunity to learn basic academic skills;

2. offering programs which range from basic skill development to more advanced studies, from academic studies to cultural enrichment, from the needs of youth preparing to enter the labor market to those of retired persons, from the needs of tomorrow's automated society to providing a suitable living environment for future generations;

3. providing programs which anticipate and respond to the needs of people;

4. developing planning and multi-component evaluation systems including the ongoing assessment of programs in comparison with needs, with input from those affected;

5. making programs accessible through a variety of locations, methods of instruction, scheduling patterns, and support services.

Requisites for Meeting Goals and Objectives

To meet these goals and objectives, the Colleges should:

1. design occupational curricula which accommodate beginning students, individuals who need upgrading or training in another field, and those seeking to make career decisions, as well as those who desire to enrich their lives;

2. develop programs which recognize and accommodate changes in employment areas that are expanding or contracting and which recognize and accommodate changes in jobs and occupations that are being redefined as a result of social changes, licensing requirements, and legislative actions;

3. design programs on open-entry and open-exit schedules with flexibility as to on-campus and off-campus location, overall program length, and time of scheduling;

4. provide suitable laboratory and on-the-job training experiences;

5. offer programs organized in related occupational clusters, with each cluster having a core of courses/activities leading to specialized options, and containing a segment designed to assist those seeking to make career decisions;

6. establish a mechanism to provide college credit for appropriate on-the-job occupational achievement;

7. offer courses defined in terms of identifiable skills, and in a like manner, publish program and course objectives in terms of skill development;

8. offer programs which contain up-to-date information and skills appropriate to the occupational area;

9. include suitable courses/activities from other areas of the Colleges which complement occupational education;

10. offer courses which contain individualized/self-paced modules to facilitate open scheduling and enrollment;

11. offer credit by examination so that students may progress in accord with their individual needs while receiving credit in line with demonstrated ability;

12. offer occupational education which is sufficiently uniform throughout the District in terms of program and course description, content, course numbers, and completion requirements to enable students to transfer within the District with a minimum of difficulty;

13. offer programs staffed for the most part by instructors who have practical experience in their teaching field, and provide for updating instructor capabilities;

14. provide instructional coordination for occupational clusters, with adequate and appropriate compensation or other incentives to those providing these services;

15. maintain continuing advisory committees meeting on a year-round basis, composed of representatives of the community, staff, students, appropriate employers, unions, industry, professional and trade associations, high schools, and veterans;

16. develop existing College resources such as television station KCSM into effective educational delivery systems for occupational education;

17. maintain a broad base of occupational programs to bring about a closer match between offerings and the employment market;

18. improve articulation with secondary school occupational education programs to provide more direct linkages for students to attend our Colleges, including more opportunities for high school students to enroll in occupational subjects during their senior year;

19. expand apprenticeship programs to include more construction trades;

20. integrate -- in coordination with student services -- the activities of job placement, cooperative education, career guidance, and counseling for the benefit of students in all educational programs;

21. integrate occupational program learning activities with present facilities such as media centers and television;

22. prepare plans for more effective interaction by faculty, employers and students in program development, scheduling, location, implementation and evaluation;

23. develop an effective statistical data base of information for determining projected student enrollment and employability, for updating the existing array of offerings, for discontinuing or revising programs or offerings, for evaluating the effectiveness of programs, for measuring the impact of changes on facilities and staffing;

24. maintain or establish articulation with other occupational program centers and programs, such as Comprehensive Employment Training Act (CETA) and Regional Occupation Programs (ROP);

25. encourage the initiation of occupational program plans from all sources, judging such designs by District-wide criteria, guidelines, and procedures in order to answer such questions as where programs should be located, to what extent they should be concentrated or dispersed, and how the decisions are to be made;

26. institute systematic follow-up studies of students (e.g., Project SAM) who have participated in occupational programs;

27. implement comprehensive evaluation of occupational programs to assess the quality of program content, program output and productivity in terms of student accomplishments and program cost-effectiveness;

28. minimize unnecessary program duplication to assure that the highest quality programs are developed, using the most cost-effective procedures to serve the maximum number of students.

Potential Problems and Conflicts

This subsection is an attempt to examine the relevant goals, objectives, and program component statements which the occupational programs group considered, to determine whether or not conflicts exist within the goals, objectives, and program components. For example: Could the process of achieving one goal related to occupational programs interfere with progress toward another goal or objective?

There do not appear to be conflicts among the general goal statements. There are some problem areas in the objectives and components, however, as follows:

1. The objective which says that the District shall provide a "range of programs...from the needs of an automated society to provide a suitable living environment for future generations" will create a difficult challenge for the District. At least, the very scope of this objective may result in conflicts as priorities and choices are made to meet the objective.

2. The requirement for program flexibility and open-entry, open-exit scheduling may produce conflicts with external agencies which control course sequence and hours of training in certain occupational programs.

3. Implementation of occupational program instruction components with counseling, guidance, and job placement services, with resources such as television and media centers, and with existing programs such as cooperative education, may require redefinition of roles and functions, reallocation of personnel and facilities, and reconsideration of funding priorities.

4. The current advisory committee structure consists of single-purpose committees, with each occupational program having its own committee. There is no overall District-wide group which can effectively provide advice on occupational programs in general.

Recommendations for Change

Responsibility for directing the implementation of program components and determining the operating characteristics needed in occupational programs should be assigned to specific individuals or groups to be completed in accord with timelines and Management Tasks assigned by the District Council.

1. Deans of Instruction, in concert with District Planning Services, faculty, and student representatives, should undertake a phased reorganization of occupational programs in the District into career clusters and core courses common to several career programs, providing multiple options for students to progress in these programs.

Preliminary reorganization should result in updated curriculum designs with the most current instructional content and the most effective and efficient instructional processes. Examination of existing and potential educational

resources, individualization of instruction, open-entry and open-exit opportunities for student progress in the programs, and integration of occupational curriculum with other programs and services of the Colleges should be undertaken. During the same review, programs should be examined for obsolescence. Courses, activities, or programs which are not offered at least once in a two-year period should be so identified in the catalogs. Planning and development activities to achieve this reorganization should be undertaken in accord with scheduled timelines.

2. District Planning Services, as a part of its program analysis, should assess job opportunities and enrollment patterns in programs to determine characteristics of the students who currently enroll in programs as now offered; additionally, follow-up analysis of students who have completed programs should be instituted in a systematic manner to determine the short-term and long-term results of present offerings.

The Student Accountability Model (SAM) statewide system for occupational students is recommended as a starting point for more comprehensive follow-up of all students.

3. The Chancellor, in response to established needs for planning, innovation, and program improvement in occupational education, should allocate funds from Vocational Education Act (VEA) sources specifically to high priority activities to bring about improvements, rather than to general program support, as is the present procedure.

4. Deans of Instruction, with the assistance of Planning Services, should develop a procedure for determining the location of occupational programs, and procedures to assure that non-productive duplication of courses and facilities does not occur.

Redesigning occupational education programs in terms of occupational clusters and increased student options should help to point out the strengths and weaknesses of present program operations. Analysis of current enrollments in programs, as well as follow-up studies, will be of value in providing guidelines for sound decisions. Accessibility and flexibility of programs and services to meet the needs of people in all locations are essential. The basic criteria proposed for program location and decisions on the duplication of facilities should be based upon substantial diffusion of core courses in each occupational cluster where projected student enrollment and employment opportunities indicate sufficient need, and concentration of special options or programs where enrollments, interest, specialization, and magnitude of necessary equipment and facilities would otherwise limit the quality of the programs.

5. District Planning Services, in a joint effort with the Deans of Occupational Education and others, should implement a systematic evaluation of occupational programs specifically aimed at assessing (a) the quality of program content, (b) program output or productivity in terms of student accomplishments, and (c) program cost-effectiveness.

6. Deans of Instruction, working with Deans of Students, Coordinators of Cooperative Education, and District Planning Services, should develop a plan to incorporate and coordinate student job placement

activity and career guidance to serve students in cooperative education and other educational program activities so that employers may contact one central location and students will receive coordinated services for occupational education guidance and placement in jobs, whether for short-term or long-term placement.

7. Deans of Students and Deans of Instruction, working with Planning Services, should prepare a plan whereby career guidance and counseling will be closely integrated with all educational programs, so that all students will have the benefit of knowing how to prepare employment resumes, engage in interviews for jobs, gain an understanding of the labor market, and participate in activities of the business world.

8. The Director of Planning and Deans of Occupational Education should develop plans for interaction with externally funded programs in the following areas:

Regional Occupation Program interaction is needed to provide expanded opportunities for students through joint participation in funding sources other than those specifically allocated for community college programs, including legislative interaction to allow direct ROP-ROC funding to community colleges. Comprehensive Employment Training Act (CETA) manpower training should be included in the District's occupational program efforts to improve the unemployment situation and to provide the best services available to return people to regular employment.

9. The Chancellor should appoint a District Occupational Education Advisory Committee from business, industry, public service, labor,

high schools, and County schools representatives, to work with Planning Services, Deans of Occupational Education, faculty, and students in the development of programs to meet the needs of students and the community.

10. Deans of Instruction and Deans of Occupational Education, with Planning Services, should develop recommendations for specific occupational program improvements to meet the most available employment market opportunities in which training is not now available to an extent consistent with anticipated needs.

11. The Chancellor should appoint a coordinated instruction development task force to work with Planning Services to assess current capabilities and to develop an effective educational delivery system incorporating the techniques of coordinated instruction, including television, for the purpose of delivering occupational education to students in more effective ways and reaching persons who otherwise could not participate in occupational programs.

12. Deans of Instruction and Deans of Student Services should establish improved articulation procedures for secondary school occupational students to assure increased effectiveness of programs and to provide greater opportunity for senior high school students to participate in community college occupational programs leading toward advanced technical and business training.

13. Deans of Instruction, with the support of District Planning Services, District Advisory Committee, and Joint Apprenticeship Council, should determine and develop a recommendation for the most effective program of apprenticeship offerings which can be developed to serve the needs of the labor force of San Mateo County.

PROGRESS INDICATOR 9. Educational Master Plan Priorities

San Mateo Community College District October 9, 1975

TO: ALL DISTRICT PERSONNEL

FROM: DISTRICT PLANNING SERVICES

SUBJECT: PRIORITIZING THE RECOMMENDATIONS OF SMCCD EDUCATIONAL MASTER PLAN

Analysis of the recently conducted survey to attach priorities to the fifty-four recommendations of the Educational Master Plan has been completed.

Some 375 members of the staff responded, including 70 from Skyline, 75 from Canada, 194 from College of San Mateo, and 29 from the District Office. 62% of the respondents are members of the Faculty, 26% members of the Classified Staff, and 11% members of the Administration. Students and residents of the community will be included in a later survey.

The results of the survey are presented on the attached pages in detail, but are summarized here.

HIGHEST LEVEL OF PRIORITY:

Four of the fifty-four recommendations evaluated in the survey stand out both in regard to the overall mean priority rating awarded by the 375 respondents and in regard to the consistency with which they were emphasized by personnel at all three Colleges and the District Office, as well as by all three groups of employees. These four are:

15. District and College personnel should develop guidelines and procedures for determining which College will offer particular occupational programs.

3. District Planning Services should design and maintain a District-wide Educational Information System that links information about the community, students, facilities, personnel, finance, and educational programs.

4. District Planning Services should design and maintain a system for assessing on a regular basis the educational needs, priorities, and community attitudes toward the Colleges.

33. College and District personnel should study ways of improving public transportation for students to, from, and between campuses, particularly in the extreme northern and southern portions of the County.

The last of these four recommendations was awarded highest priority by Canada and Skyline College personnel. Recommendation #15 received the highest rating from the College of San Mateo, and from Faculty through-out the District as a group. Recommendations #3 and #4 were notable for the consistency with which all segments of the staff rated them important.

SECOND HIGHEST LEVEL OF PRIORITY:

Six of the recommendations received a secondary emphasis level from the survey respondents. Unlike the previous recommendations, each of which were ranked in the top ten by six or more of the eight responding groups, these received such rankings from only three or four of the groups.

College Administrators and Canada College personnel gave a second place rating to the following recommendation:

> 27. Colleges should assign staff to improve the publicizing of College and District offerings to students and the community.

College Faculty and the College of San Mateo gave similar ratings to developing close associations with counterparts at nearby four-year institutions:

> 7. College personnel should develop close association with their counterparts at nearby four-year institutions to determine the contents and requirements for transfer programs, and arrive at articulation agreements at the departmental level.

Rated seventh overall, and scoring in the top ten among four of the eight groups was:

> 17. College and District personnel should develop a plan to coordinate job placement, career guidance, and cooperative education activities to provide integrated services for students.

The three remaining recommendations on this second level are:

> 26. Colleges should make certain that faculty are aware of the full range of student services offered.
>
> 1. Each College should institute a College Planning Council responsible for College-level planning and for coordination with District-wide planning.
>
> 28. College and District personnel should study ways of improving data processing and other information services in the areas of registration, academic records, financial aids, and other students services.

Respondents from the District Office attached particular importance to the institution of College Planning Councils, as did College Administrators.

THIRD HIGHEST PRIORITY LEVEL:

Five other recommendatiions were rated as important by one or more of the groups. Members of the Classified Staff at the three Colleges ranked the following recommendation in first place:

> 18. College and District personnel should develop a plan whereby career guidance and counseling services are integrated with all educational programs, so that all students can prepare themselves for the world of employment.

Skyline and Canada personnel attached importance to developing a "comprehensive policy recommendation that would achieve appropriate balance in resource allocation amoung educational programs and services. (Recommendation # 5) Those who responded at the District Office felt it especially important that "College and District personnel determine the most appropriate District-wide plan for community services administrative organization and operation." (Recommendation # 41) College and District Administrators agreed with Canada College generally that "College and District personnel should design a comprehensive system for evaluating programs, courses, and services in terms of their objectives." (# 8) The final recommendation in this group, rated second in importance by the Classified Staffs at the three Colleges, concerns the development "where possible & appropriate, of uniform District-wide program and course descriptions, requirements, objectives, and standards, including one common course numbering system." (# 6)

REMAINING HIGH PRIORITY RECOMMENDATIONS:

Ten additional recommendations received either an especially high rating from a single one of the eight responding groups or else generally high ratings overall. Among these, Skyline College manifested special concern about "rectifying the unequal availability of community services in the District" (# 46) and also about "beginning a phased reorganization of occupational programs into career clusters with core courses common to several programs" (# 12). Canada College and College Administrators generally attached great importance to "establishing information offices at the Colleges to disseminate information about our community services offerings and about other programs." (# 45) The three College Administrations emphasized that "District Planning Services, as a part of educational program evaluation, should assess job opportunities, analyze enrollment patterns, and initiate follow-up studies on students who have completed programs." (# 13)

Other recommendations among the ten include determining "the areas of community services which need coordination among the Colleges" (# 43), establishing "specific objectives for community services (at) each College" (# 42), "evaluating occupational programs" (# 16), "improving articulation with high school occupational programs" (# 23), developing "expanded information services for prospective students" (# 29) and developing a "policy for financial aid and applications for government funds on a District-wide basis." (# 32).

RECOMMENDATIONS WITH LOWEST PRIORITY:

Five of the 54 recommendations received particularly low priority ratings from nearly all of the eight groups in the analysis. "Establishment of child care facilities" (# 36), and "improved student health services" (# 37) were rated consistently low: in last position by College Administrators, District Office respondents, and the College Classified Staffs; and nearly in last position by the College of San Mateo and Canada. Only Skyline College as a group regarded either of them as above average in importance.

Encouraging "active student participation in College governance" received the lowest priority ranking of the College Faculty generally and of the College of San Mateo in particular. Administrators and the Classified Staff agreed, but less vigorously.

Creation of a "Coordinated Instruction (media-oriented) task force to improve the delivery of occupational education", (# 22) and studying "the feasibility of expanded alternative media models for the delivery of community services" (# 49) were both given very low priority status by Faculty, Classified Staff and Administrators alike, especially at Skyline College.

INTERPRETING THE ATTACHED TABLES:

In the analysis presented on the attached tables respondents to the survey are grouped both by Location and by Employment Position. The priority ratings for the various recommendations are given for each of the following:

(1) College Administrators (excluding District Office);
(2) College Faculty Members;
(3) Members of the Classified Staffs of the three Colleges;

(4) All respondents from Canada College;
(5) All respondents from College of San Mateo;
(6) All respondents from Skyline College;

(7) All respondents from the District Office;
(8) Administrators at the District Office.

Following these eight columns are two columns (Median and Mean) which provide a measure of the responses of the entire population of respondents without regard to any groupings.

The right-most column (Rank) is based, both on the over-all population response as measured by the Median and Mean, and on the eight group responses. Thus the Rank attempts to measure both the degree of importance awarded each recommendation, and the extent to which this rating prevailed among all eight groups.

On the questionnaires completed by the respondents, the available ratings were (1) HIGHEST Priority; (2) HIGH Priority; (3) LOW Priority; (4) LOWEST Priority. These single digit numbers have been multiplied by 100 and averaged, to obtain the three-digit measures which occur in the body of the tables.

SAN MATEO COMMUNITY COLLEGE DISTRICT: SURVEY OF DISTRICT PERSONNEL TO PRIORITIZE RECOMMENDATIONS OF EDUCATIONAL MASTER PLAN - OCTOBER 9, 1975

#	S.M.C.C.D. EDUCATIONAL MASTER PLAN RECOMMENDATIONS:	COLLEGE ADMIN	COLLEGE FACULTY	COLLEGE CLASSFD	CANADA TOTAL	C.S.M. TOTAL	SKYLINE TOTAL	DISTRCT OFFICE	DISTRCT ADMIN	MEDIAN	MEAN	RANK
	HIGHEST PRIORITY LEVEL											
15.	District and College personnel should develop guidelines and procedures for determining which College will offer particular occupational programs. (59.4)*	160(5)	197(1)	178(3)	183(8)	179(1)	193	171(5)	150(4)	177(1)	183(1)	1
3.	District Planning Services should design and maintain a District-wide Educational Information System that links information about: the community, students, facilities, personnel, finance, and educational programs. (42.1)	164(7)	194(5)	186	183(8)	198(4)	171(2)	166(2)	136(1)	185(5)	188(3)	2
4.	District Planning Services should design and maintain a system for assessing on a regular basis the educational needs, priorities, and community attitudes toward the Colleges. (43.2)	180	191(4)	178(3)	166(3)	196(3)	185(7)	169(4)	150(4)	182(3)	185(2)	2
33.	College and District personnel should study ways of improving public transportation for students to, from, & between campuses, particularly in the extreme northern and southern portions of the County. (70.9)	191	190(3)	186	156(1)	216	147(1)	238	229	181(2)	193(5)	4
	SECOND HIGHEST PRIORITY LEVEL											
27.	Colleges should assign staff to improve the publicizing of College and District offerings to students and the community. (69.3)	156(2)	196(6)	189	162(2)	198(4)	200	224	214	184(4)	193(5)	5
7.	College personnel should develop close association with their counterparts at nearby four-year institutions to determine the contents and requirements for transfer programs, and arrive at articulation agreements at the departmental level. (45.5)	224	189(2)	181(7)	192	193(2)	177(4)	193	221	187(6)	190(4)	6
17.	College and District personnel should develop a plan to coordinate job placement, career guidance, and cooperative education activities to provide integrated services for students. (59.6)	179	204(7)	178(3)	203	199(6)	181(6)	211	200	193(7)	197(7)	7
26.	Colleges should make certain that faculty are aware of the full range of student services offered. (69.2)	168(9)	208	178(3)	187	203(8)	194	214	243	194(8)	199(8)	8
1.	Each College should institute a College Planning Council, responsible for College-level planning and for coordination with District-wide planning. (31.1)	156(2)	215	197	186	211	212	155(1)	136(1)	194(8)	202(10)	9
28.	College and District personnel should study ways of improving data processing and other information services in the areas of registration, academic records, financial aids, and other student services. (69.4)	156(2)	216	192	193	207	211	172(6)	164(9)	197(12)	202(10)	10
		COLLEGE ADMIN	COLLEGE FACULTY	COLLEGE CLASSFD	CANADA TOTAL	C.S.M. TOTAL	SKYLINE TOTAL	DISTRCT OFFICE	DISTRCT ADMIN	MEDIAN	MEAN	RANK

* KEY: (a) Numbers in parentheses following the wording of each recommendation refer to page number and item number in the Educational Master Plan report published last June. Copies of this report are available at Administrative and Division offices.

(b) Three-digit numbers in body of table represent the average priority rating given to the recommendation by members of the group referred to in the column heading: 100 = HIGHEST PRIORITY; 200 = HIGH PRIORITY; 300 = LOW PRIORITY; 400 = LOWEST PRIORITY.

(c) Numbers in parentheses following some of these three-digit numbers indicate the PRIORITY RANK given the particular recommendation by the

S.M.C.C.D. EDUCATIONAL MASTER PLAN RECOMMENDATIONS:	COLLEGE ADMIN	COLLEGE FACULTY	COLLEGE CLASSFD	CANADA TOTAL	C.S.M. TOTAL	SKYLINE TOTAL	DISTRCT TOTAL	DISTRCT ADMIN	MEDIAN	MEAN	RANK
THIRD HIGHEST PRIORITY LEVEL											
18. College & District personnel should develop a plan whereby career guidance & counseling services are integrated with all educational programs, so that all students can prepare themselves for the world of employment. (60.7)	208	216	166(1)	197	211	185(7)	193	214	195(10)	202(10)	10
5. College and District personnel with students should develop a comprehensive policy recommendation to achieve appropriate balance in resource allocation among educational programs and services (44.3)	175	207	191	180(5)	212	186(9)	196	179	197(12)	200(9)	12
41. College and District personnel should determine the most appropriate District-wide plan for community services administrative organization and operation.	184	229	208	225	222	211	166(2)	143(3)	208(25)	216(16)	13
8. College and District personnel should design a comprehensive system for evaluating programs, courses and services in terms of their objectives (45.6)	164(7)	220	191	182(7)	218	210	189	162(8)	202(17)	207(16)	14
6. College and District personnel should devise, where possible & appropriate, uniform District-wide program and course descriptions, objectives, requirements, and standards, including one common course numbering system (45.4)	224	220	176(2)	231	201(7)	218	200	200	195(10)	208(18)	15
FOURTH HIGHEST PRIORITY LEVEL											
13. District Planning Services, as a part of educational program evaluation, should assess job opportunities analyze enrollment patterns, and initiate follow-up studies on students whom have left and/or completed programs. (58.2)	160(5)	207	219	200	212	192	203	193	199(14)	205(13)	16
46. Action should be initiated to rectify the unequal availability of community services in the District, providing coordinated, balanced, and comprehensive community services offerings, equally accessible to all District residents. (85.5)	188	227	191	197	236	175(3)	182(8)	164(9)	206(24)	211(22)	17
12. College and District personnel should begin a phased reorganization of occupational programs into career clusters, with core courses common to several programs, to provide multiple options (57.1)	176	217	187	198	219	177(4)	204	207	201(15)	206(14)	18
45. Each College should establish an information office for disseminating information about our community services offerings and other programs. (84.4)	150(1)	224	186	168(4)	227	198	235	243	203(19)	212(23)	19
43. College and District personnel should determine the areas of community services which need coordination among Colleges. (84.3)	188	221	203	214	212	218	186(9)	164(9)	205(23)	212(23)	20
42. Specific objectives in community services should be developed annually for each College, against which programmatic and other community services can be evaluated. (83.2)	183	227	216	221	223	215	179(7)	157(7)	209(27)	217(26)	21
16 District and College personnel should systematically evaluate occupational programs by assessing program content and quality, program output or productivity in terms of both student accomplishment and program cost-effectiveness. (59.5)	179	217	187	193	217	190	200	193	201(15)	206(14)	22
32. College and District personnel should develop a policy for financial aid and application for government funds on a District-wide basis. (70.8)	192	216	195	195	211	216	200	193	303(17)	208(18)	23
23. College personnel should improve articulation with high school occupational programs to assure maximum effectiveness of programs at both levels. (61.11)	179	209	205	192	211	204	232	236	203(19)	207(16)	23
29. College personnel should develop expanded information services for prospective students. (70.5)	183	208	213	178(5)	213	217	231	221	204(22)	208(18)	23
	COLLEGE ADMIN	COLLEGE FACULTY	COLLEGE CLASSFD	CANADA TOTAL	C.S.M. TOTAL	SKYLINE TOTAL	DISTRCT OFFICE	DISTRCT ADMIN	MEDIAN	MEAN	RANK

AN IMPROVED URBAN-SUBURBAN MANAGEMENT MODEL

FOR MULTI-CAMPUS COMMUNITY COLLEGE DISTRICTS

Central Theme: Educational Management by Community Objectives

Features:

(1) Management By Objectives (MBO), Emphasizing Community Studies with Analysis by Educational and Community Planners;

(2) Management Coordination, Multi-college District Managers Cooperating with Managers of Business, Industry, and Civic Agencies;

(3) Chancellor's Research and Development Team to solve Management Problems, Coordinated with Business, Industry, and Civic Agencies;

(4) Multiplier-effects Increasing Educational Institution Impact on the Solution of Community Problems.

SAN MATEO COMMUNITY COLLEGE DISTRICT
CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

July 26, 1974

Glenn P. Smith
Chancellor and Superintendent

Letter of Support

Dr. Peter R. Ellis
Program Director
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Dear Dr. Ellis,

As the result of the recent (June 27) grant proposal meeting with Dr. Bennett in your office, we are transmitting at this time a development project proposed for Kellogg Foundation support. The project, An Improved Urban Suburban Management Model for Multi-Campus Community College Districts, emphasizes Educational Management by Community Objectives. I am delighted to transmit with the proposal this letter assuring full administrative support for the development activities.

The goal of this proposed development obviously goes well beyond improving community college management. As a result of top management interaction, the entire community in the broadest urban-suburban sense will be improved through intensive analysis of mutual problems and proposed solutions. Community needs will in truth become problems for attention of the college district. Resources committed to education will be turned to focus directly on community activities.

It has been my experience in management that issues too often reach top administrators through the politics of confrontation. This, at best a hit-and-miss procedure, more often than not results in greasing the squeaky wheel. A more reasonable productive system would generalize problems coming from many sources and place them into a mutually advantageous development forum accessible to all top management. Such a plan, as proposed here, would unite resources of the community to provide positive solutions for the most pressing needs.

As evidence of community interest, Appendix A of the proposal includes a roster of business and industrial administrators attending our (January 23) Management by Objectives Conference. Sponsorship was shared with the San Mateo County Governmental Research Council, San Mateo County Development Association, and the San Francisco Peninsula Manufacturer's Association.

Decentralization is the key concept which comes through in this MBO design. There is no place for autocratic central control in the multi-college district.

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On the other hand, campus autonomy without coordinated effort does not assure full service to the community. The major thrust of management by community objectives as envisioned here, therefore, is to assure planning for the fullest multi-college program development possible while assuring cost-effective methods of delivery.

As evident from these statements, I am extremely interested in developing and validating this management concept. The model as proposed here is at the very heart of all developmental activities being set forth at this time in the San Mateo Community College District. I can assure you that the best resources of personnel and program activity will be applied to demonstrate the full potential of this management design if the project is funded by Kellogg Foundation.

Sincerely,

Glenn P. Smith
Chancellor-Superintendent

ABSTRACT

AN IMPROVED URBAN-SUBURBAN MANAGEMENT MODEL FOR MULTI-CAMPUS COMMUNITY COLLEGE DISTRICTS

Central Theme: Educational Management by Community Objectives

BACKGROUND FOR COMBO, A COMPREHENSIVE COMMUNITY COLLEGE DISTRICT MANAGEMENT DESIGN

In the United States today community colleges are becoming the heavy-duty delivery system to provide higher education for large numbers of people. Effective and efficient management of multi-campus college districts in urban-suburban areas therefore is of major educational importance.

The purpose of this management development project is to demonstrate the effectiveness of an improved community college district management model. The concept is to combine the management resources of community colleges with management resources of the multi-billion dollar operations of community business, industry, and civic agencies to provide better, more efficient, cost-effective college district management.

It is intended that all multi-campus community college districts will benefit. As a result all students will benefic, including those who are young, old, veterans, disadvantaged, handicapped, welfare recipients, academically transfer or technical, or any combination of these.

Through developmental interaction, the management of all segments of the community will be improved. Emphasis is placed on determining objectives and evaluating progress toward community goals.

BUILDING UPON EXPERIENCE TO PRODUCE A COMPREHENSIVE COMMUNITY COLLEGE DISTRICT MANAGEMENT MODEL

It is proposed that this management development model can be implemented most effectively by "piggybacking" the development, demonstration, and evaluation through presently existing close relationships between community colleges of the San Mateo District and other Districts of the San Francisco Bay Region.

Experience gained in working together with other community colleges in developing programs can now be put to use to develop: 1) a comprehensive District management system; 2) strengthening and expanding the wealth of management resources available in the community in business, industry, and civic agencies; and 3) validation and refinement of an improved management design for community college districts.

COST OF PROPOSED MODEL DEVELOPMENT, VALIDATION, AND DEMONSTRATION

The cost of outside grant funding required to carry out provisions of the proposed model development, validation, and demonstration, in risk expenditures beyond the capability of the District to support is $40,000 per year for a period of three years. The need is for project staffing and costs of related activities.

For community college districts nationally a negative-excess-cost is projected after an effective, validated, model management program is developed which focuses on community objectives through the coordinated talents of local management personnel.

Contact Person: Dr. Robert L. Bennett
Assistant to the Chancellor for
Research, Planning, and Development
San Mateo Community College District
San Mateo, California 94403
Phone: (415) 574 6562

I. BACKGROUND OF THE PROBLEM

MANAGEMENT OF MULTI-CAMPUS COMMUNITY COLLEGE DISTRICTS

GROWTH AND ORGANIZATION

Community colleges in the United States today are becoming the heavy-duty delivery system for higher education.[1] Capable of efficiently responding to the needs of great numbers of students, community college systems continue to grow. Then as enrollments increase, reorganization occurs--central city colleges, suburban colleges, extension centers, and other segments become college districts. It is the management of these community college districts which remains a vexing problem.

MANAGEMENT IS THE DILEMMA

More so than in business or industry, management of multi-college districts is complex for several reasons. Tradition is one. Colleges, not only in recent times but for centuries, have operated on the principle of collegiate consensus. Through committee structures, deans' councils, academic senates, advisory committees, and other networks of discourse, issues are resolved. But management that depends solely upon such a process is doomed to unremitting tardiness in decision-making.

Moreover, arriving at agreement on management issues is increased in complexity when multiple college units are under one umbrella. The intent of decentralized but centrally top-managed units is to increase effectiveness and efficiency in the educational delivery system. What occurs, however, does not always produce the desired results. Misunderstandings, circumvention of the consultative process, confrontations, blaming central administration when problems arise, and lack of coordinated effort too often mar collegiate relationships.

Multi-college management is truly a dilemma nationwide. The few new design models being tested for the most part rely on attempts to bridge the gap between management by consensus and management by benevolent autocrats. What is proposed here, however, is different.

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[1] In California, for example, 950,000 students are enrolled in community colleges--more than twice the number in state colleges and universities combined.

II. THE PROBLEM
COMMUNITY COLLEGE DISTRICT MANAGEMENT BY COMMUNITY OBJECTIVES

There is at this period of time in post-secondary education a need to demonstrate and validate better procedures for managing multi-campus community college districts. Proposed is management by community objectives, COMBO for identification purposes, a new approach to comprehensive community-wide management. COMBO includes features of (1) MBO management by objectives, (2) research and development team activities to focus on objectives, and (3) intensive interaction with top-level managers from throughout the local community, with the intended result to improve management throughout the region in business, industry, and government, as well as in community college districts. The problem, simply stated, is to demonstrate and validate a process for management of multi-campus community college districts by community objectives.

MANAGEMENT BY COMMUNITY OBJECTIVES

Community college districts suffer, as do other segments of higher education, from the lack of a perfected management design. Particularly with regard to setting goals and objectives, establishing priorities, firmly coordinating program efforts, managing resources most effectively, coping with personnel problems, developing innovative programs, and evaluating program efficiency and effectiveness. Management by community objectives is proposed as an innovative management design based upon proven values of management by objectives.

Management by objectives (MBO), pre-tested in business and industry, is a concept worthy of more investigation and development for higher education. In the world of private enterprise, profits roll in faster when management is directly related to production objectives. The concept is simple; application of the concept is complex.

There is no question of the need for improved management of community college districts. MBO is a technique whose time for the development along educational lines has arrived. In any case, the question remains, whose objectives will we manage by--administrators', students', faculty's, trustees'?

III. STRATEGIES TO SOLVE THE PROBLEM

WHAT IS PROPOSED? A relatively low-cost development and demonstration project is proposed to design, test, and validate a working model for multi-campus Community College District Management by Community Objectives (COMBO). It is anticipated that development and design validation will require a three year period of time at a cost of $40,000 per year for a total of $120,000 in risk expenditures beyond the capability of the District to support. The need is for project staffing and costs of related activities.

The concept design includes development of a comprehensive community-needs assessment and program development based upon (1) perceptions of management leaders in business, industry, and civic agencies; (2) analysis of census and manpower data; and (3) professional management judgments of those in education, health care delivery, services to the elderly and government agencies. The management analysis and refinement through many agencies translates into community goals toward which Community College District management can be directed.

Program revisions and development will be channeled along lines indicated by community objectives. Budget analysis procedures, staffing patterns, relative emphasis with regard to on-campus or off-campus classroom locations, relative impact of special service courses, operational impact of individualized learning center instruction, impact of individual and group counseling and guidance activities, and the value of cooperative work experience education will be analyzed and reported. Management by objectives, in this case the COMBO design, will serve as the vehicle for program development, implementation, and evaluation.

The problem, restated, is one of multi-campus Community College District management. The proposed solution is development and validation of a management model for community college districts based upon systematic involvment of community management leaders coordinating their efforts to determine community-wide objectives and managing accordingly.

PARTNERSHIPS IN MANAGEMENT

Based upon the principle that management of a multi-college district is in fact management of an important segment of the larger community, it is therefore logical to establish close-working alliances with other community managers. Community, in this case, refers to urban-suburban community in the broadest sense, including not only local and regional government leaders but also top managers of business and industry. From this broader perspective the potential for college management is nearly unending and largely untapped.

COMMON ELEMENTS IN COMMUNITY MANAGEMENT

What possible connections are there between the Chancellor/Superintendent of a multi-college district and the district managers of major department stores, or the City Manager, the presidents of airlines, top management of large banks, the County Manager, Regional Manager of the State Park System, or a thousand other top-level management officers? Large budgets, heavy expenditures for payroll, personnel negotiations, health and safety regulations, taxes as income or outgo, affirmative action, determining objectives for management, profit and loss, cost-benefit ratios, transportation, program budgeting, just to name a few.

By interposing the top manager of the community college district into the midst of these high-impact community managers, there is a potential catalytic effect. Crystallizing the efforts of management toward positive community outcomes from their efforts is likely to be the result. Planning for this result to occur is the thesis of this proposal.

A concomitant positive feature is the generation of good will among leaders. Misunderstandings among agencies tend to dissipate when mutual problems are faced together. Management styles are understood better and creative ideas are given positive reinforcement at the top leadership level.

FIVE MAJOR ACTIVITIES OF THE COMBO PROJECT

It is the intent of the COMBO management improvement effort to interact in many ways with the colleges and the community. Specifically, five unique activities will be undertaken to stimulate improved management by community objectives and these will serve as a central focus of the project. The special features are these:

1. Community Management Planning. Action-centered seminars and workshops will serve as vehicles for development of mutually beneficial business/industry/government/education community objectives. Participants will include managers from all major segments of the community as well as educational managers.
2. Community (Regional) Management Improvement Conferences. To develop partnership relationships between educational management and community management, a series of informational conferences will be developed. Top management experts will serve as panelists and presenters of information for large audiences of management personnel.
3. Chancellor's Management Development Team Activities. This team is to be active in research, planning, and development. Management development is among the prime targets for ongoing revision and improvement.
4. Expert Management Consultant Assistance. Outside experts will be hired to serve as resource speakers, as well as to provide expertise for the solution of specific management problems. Included in these activities will be the functions of third-party evaluation of the COMBO project.
5. Improved Management Training College Programs for Young People and Adults. Management training is one of the high-priority career programs offered by community colleges participating in COMBO. As the result of educational management by community objectives, it is anticipated that substantial improvements will occur in the student training programs. Faculty members teaching management courses will participate actively in the COMBO project.

TEN OBJECTIVES
WHAT WILL COLLEGE DISTRICTS GAIN?

*Benefits to be gained include these ten items:

1. Assessment of community needs for business and technical education, including job re-training and upgrading;

2. Assessment of community problem areas, real as well as imagined, as presented from many sources including special pressure groups;

3. Identification of special need groups that might go unattended without the unified efforts of community agencies;

4. Understanding and improvement of management styles and relationships between business, industry, and government including schools;

5. Improved cooperation between local, state, and federal agencies as they relate to community colleges;

6. Improved management strategies for solution of community wide problems;

7. Analysis of regional labor markets and prospects for improving the supply of skilled workers, as well as determining the means whereby more people can become fully employed in worthwhile jobs;

8. Educational goal-setting recommendations based upon the needs of the community as perceived by those directly involved;

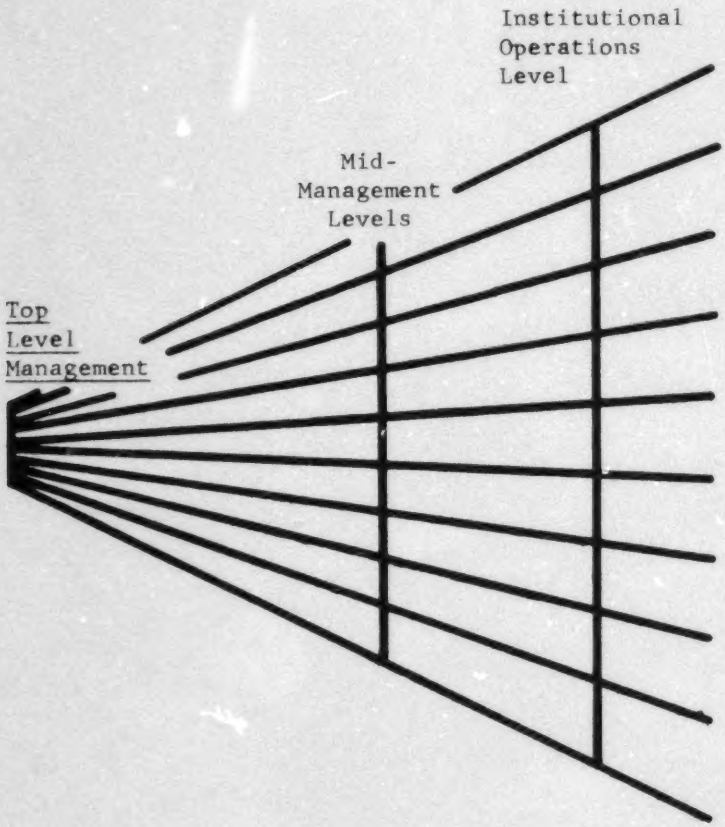
9. Educational outcome evaluation as perceived by employers of those who have participated in community college programs;

10. Educational public relations support resulting from mutually advantageous participation in development activities.

*Ten items also referred to in multiplier effect, see next page.

COMMUNITY MANAGEMENT
MULTIPLIER EFFECT

An interesting and valuable phenomenon associated with the proposed new design for college district management is the multiplier effect on other community institutions. As top managers of many community organizations come to agreement on issues, then there are resultant interactions at all levels within the organizations that would not occur otherwise. Mid-managers and operations supervisors also increase communication between organizations at their levels to assure mutual understanding of the directions coming from top management. The total impact on mutually agreed upon goals is increased substantially.



1. Community needs for business and technical education
2. Assessment of community problem areas
3. Identification of special need groups
4. Improvement of management styles and relationships
5. Cooperation between local, state and federal agencies
6. Improved management strategies for solution of problems
7. Analysis of regional labor markets
8. Educational goal-setting recommendations
9. Educational outcome evaluation
10. Educational public relations support

CONTINUING EDUCATION AND EMPLOYMENT TRAINING AS VEHICLES FOR COMBO MANAGEMENT VALIDATION

Obviously educational management does not occur in a vacuum. For purposes of testing this proposed community college district management design based upon community objectives, COMBO, continuing education programs will serve as the measurement component. Community needs will be reflected first in extended-day programs.

Employment upgrading and re-training will receive a high priority rating in the COMBO design for evaluation of results. In essence, the effectiveness of management will be measured by the amount of program improvement.

EMPHASIS ON TWELVE COMMUNITY FUNCTIONS

To accomplish the goal of comprehensive management interaction, twelve areas of community activity will be involved. These are: government, manpower development, health and welfare, community safety, schools (K-12), wholesale and retail business, industry and manufacturing, communications, environmental protection, transportation, and natural resources. Management interaction within these twelve functions will represent a major cross-section of the community. Mutually agreed upon objectives for improved educational management activity, as well as business management activity, should emerge from this community cross-section.

MANAGEMENT TRAINING CLASSES: FACULTY INVOLVEMENT IN COMBO

Another significant component of the COMBO project will be the improvement of management instruction in college courses. Through intensive interaction of faculty members who teach management courses with top-level managers from the community, it is anticipated that management students will benefit substantially. 1200 such students are enrolled in spring semester, 1974. Instructors in these programs, for the most part, are drawn from the community. Most are in fact business managers who teach evening courses in the three colleges. These and other faculty members will be active participants in developing new directions in educational management from community objectives.

COLLEGE DISTRICT MANAGEMENT BY COMMUNITY OBJECTIVES

Twelve Areas of Community Emphasis

Management leaders from twelve areas of community activity will be involved in the COMBO management design. Objectives identified for specific development will be tested for the most part in continuing education programs for adults.

Essentially, the process will emerge in three phases. Phase I, Development, will be an intense period of assembling and trying the new management design; Phase II, Refinement, is to be the period of re-design and preliminary evaluation; Phase III, Validation and Reporting, will be the essential period for final design revisions, re-testing for validation, and publication with dissemination of results.

COMMUNITY MANAGEMENT PERSONNEL TO ASSESS
PROGRAM DEVELOPMENT OBJECTIVES IN RELATIONSHIP
TO COMMUNITY FUNCTIONS, TWELVE AREAS OF EMPHASIS

1. Government and Civic Agencies
2. Labor and Manpower Development
3. Community Health and Welfare Delivery Systems
4. Community Safety and Protection
5. Public Elementary and Secondary Schools
6. Pre-school Child Care
7. Business Operations: Wholesale and Retail
8. Industrial Operations and Manufacturing
9. Communications and Media
10. Environmental Protection: Air and Water
    Solid Waste Disposal
11. Public Transportation, Freight Transportation: Ground, Air, and Water
12. Natural Resources and Energy Source Development

PROCESS OF COMMUNITY COLLEGE DISTRICT MANAGEMENT BY COMMUNITY OBJECTIVES

PHASE I DEVELOPMENT (12 months)	Step 1	Community need analysis through management leadership San Mateo County, Tri-County, and S. F. Bay Region
	Step 2	Analysis of community needs from survey and other sources (census data, manpower projections)
	Step 3	Goal translation from community to college district
	Step 4	Refinement of goals through faculty and student grid-analysis technique with management review
	Step 5	Community goal-oriented development of management process with preliminary testing
	Step 6	College program adaptation planning
	Step 7	Implementation of Phase I program changes in response to community goals
	Step 8	Test and validate community-goal management procedures
	Step 9	Test and validate Phase I process of development, community college district management by community goals
PHASE II REFINEMENT (12 months)	Step 10	Re-design repeat cycle of management analysis and community needs assessment
	Step 11	Test and validate COMBO process for Phase II
	Step 12	PHASE II, test and validate COMBO district management process in comparison with other San Francisco Bay Region Community College Districts
PHASE III VALIDATION & REPORTING (12 months)	Step 13	Test and validate COMBO process in comparison with management of other San Francisco Bay Region state colleges and universities
	Step 14	Test and validate COMBO management inter-relationships between community colleges and state colleges which are using the management by objectives process
	Step 15	Publication and transmittal of information of the research and development process which has been tested and validated for COMBO, Community College District Management By Community Objectives.

THE COMBO MANAGEMENT CONCEPT

Demonstration and Evaluation Through Continuing Education

INPUT	PROCESS	OUTPUT, VALUE ADDED
Adult Students, 18 to 80	Evening Classes	Improved Job Skills
Instructional Services	Modular Unit Instruction	Knowledge of Government
Counseling	Televised Instruction	Skill in Human Relations
Library Facilities	Cooperative Work Experience	Career Awareness
College Environment	"Kaffee Klatch" Learning Groups	Knowledge of Free Enterprise Systems
	Weekend Classes	Interpersonal Skills
	Counseling and Guidance	

COMMUNITY COLLEGE DISTRICT MANAGEMENT BY COMMUNITY OBJECTIVES

1. Management by Community Objectives
2. Management Coordination with Managers of Business, Industry, and Civic Agencies
3. Chancellor's Research and Development Team
4. Multiplier Effect on Community Problems

Community Objectives met when students gain new skills, knowledge, and attitudes needed for full community participation.

COMBO DEMONSTRATION: PLANNING FOR EMPLOYMENT THROUGH CONTINUING EDUCATION

A POINT OF DEPARTURE: CONTINUING EDUCATION

Sound development of Continuing Education programs requires careful consideration of the labor market. Indeed it can be held that planning should begin with analysis of future employment opportunities, for two important reasons:

(1) Students who are aware of projected employment opportunities will be better prepared to choose realistic career options; and

(2) educational programs designed to meet anticipated employment market needs are more likely to achieve optimum effectiveness.

A District research and planning report[2] seeks to provide such an analysis--to yield a charting of future job markets in the San Francisco Bay Region based upon opinions of labor experts, and trends of the times.

THE PROJECTION PROCESS
POPULATION NEEDS

Manpower projections prepared nationally are relied upon heavily in this report, since they are considered by most experts to be the best available job market information. Data from many sources, including national census results, estimates of business and industry, and analysis of trends by experts--all of the best sources pointing to future employment opportunities--are analyzed by labor experts to determine future manpower requirements.

Localized projections are accomplished by utilizing techniques of adaptation. This type of analysis, based upon percentages of the labor force in cross-sectional distributions, is refined in accord with local conditions. In the Bay Region, for example, a reduction in job estimates for heavy industry and an increase for transportation are necessitated by the specific features of this international crossroads area.

[2] CAREER OPPORTUNITIES: 1974-84, A research and planning report for San Mateo County, Peninsula Area, and San Francisco Bay Region prepared by the San Mateo Community College District, 1974.

MANAGEMENT BY COMMUNITY OBJECTIVES
Demonstration: Continuing Education

Phase I: Development, 12 months	Month of Completion 1- 36	Method of Measurement
1. Complete "first-round" community adult higher education need survey by mail and direct personal interviews in San Mateo County, Tri-County, and San Francisco Bay Region.	4	Team Evaluation of completed report
2. Develop program management objectives for community college educational activities based upon specific needs identified in twelve areas of emphasis in social change, technological change, and environmental protection categories.	6	Team Evaluation of completed report
3. Establish improved procedures for cooperative education work experience opportunities for adults to receive college credit for on-the-job learning objectives completed for 500 adult students per year.	8	Evaluation of learning objectives completed on the job for credit
4. Establish a management design for comprehensive services to adults based upon preliminary Phase I experience including: ages 18-80, women, multi-ethnic groups, veterans, educationally disadvantaged, physically handicapped, aging and elderly, and other students.	11	Comparative evaluation, community objectives and program
5. Expand Continuing Education services offered by television (KCSM-TV open Channel 14 college station and commercial stations, as well as Cable TV) in all categories based upon Phase I development and experience.	12-24	Comparative evaluation, number of courses
6. Expand services of TV "kaffee klatch" learning groups in homes of the individual communities located in San Mateo County, Tri-County area, and the San Francisco Bay Region.	12-24	Comparative evaluation of learning progress and number of courses completed

Phase II: Refinement, 12 months	Month of Completion 1-36	Method of Measurement
7. Re-design repeat cycle of community need assessment for adult higher education instruction; test and validate procedures.	14	Judgment, team of experts
8. Design Continuation Education management system component for expanded coordinated instruction activities utilizing college learning center resources; public library use as learning centers; and Cable TV coordination with business, industry, and civic agencies.	16	Professional judgment, potential for implementation
9. Prepare COMBO Continuing Education management by objectives design for Television Consortium of the San Francisco Bay Region.	20	Judgment of team of experts from management, TV, and education
10. Prepare evaluation summary and report on the full-cycle process as demonstrated on developing objectives from the community, translating to management objectives, implementing needed instruction, and evaluating MBO educational results.	24	Judgment, team of experts
Phase III: Validation and Reporting, 12 months		
11. Prepare comparative evaluation instrument to test effectiveness of COMBO process in comparison to traditional Continuing Education program management procedures among S. F. Bay Region community colleges, and other upper division institutions including the state universities.	26	Judgment, team of experts
12. Validation through repeated application of evaluation instrument and item analysis of responses with determination of statistical variance.	28	Statistical analysis
13. Determine the level of inter-relationship between COMBO management techniques as applied to community colleges as compared to state colleges which are using the management by objectives process.	32	Statistical analysis
14. Preparation of final report on the general effectiveness, efficiency, and applicability to other institutions of the COMBO management by objectives process for Continuing Education.	36	Final evaluation by team of experts from education and management.

WHY THE SAN MATEO COMMUNITY COLLEGE DISTRICT?

The question might very well be asked, "Why should the San Mateo Community College District be selected to develop and demonstrate the COMBO model for managing community college districts?" The answer is that the San Mateo District has the ability and resources to undertake the project and carry it through to a successful completion.

Located immediately south of San Francisco, San Mateo County has essentially the same boundaries as the San Mateo College District. Over 560,000 people are in the direct service area. The San Francisco Bay Region with 4.2 million residents will serve as the broader test area of the management design through interaction of the project with other community college districts.

Annually the District provides community colleges educational services for 27,500 students. Transfer options to upper division state colleges and universities, continuing education for adults, occupational education, special programs for non-traditional college students, television broadcast capability, off-campus locations throughout the county, counseling and guidance, and a multitude of other educational services are provided.

College of San Mateo, Cañada College, and Skyline College are the three campuses providing educational services in this comprehensive community college system which is recognized nationally for its leadership contributions. It is proposed now that an improved management model for District operations should be the next step in development.

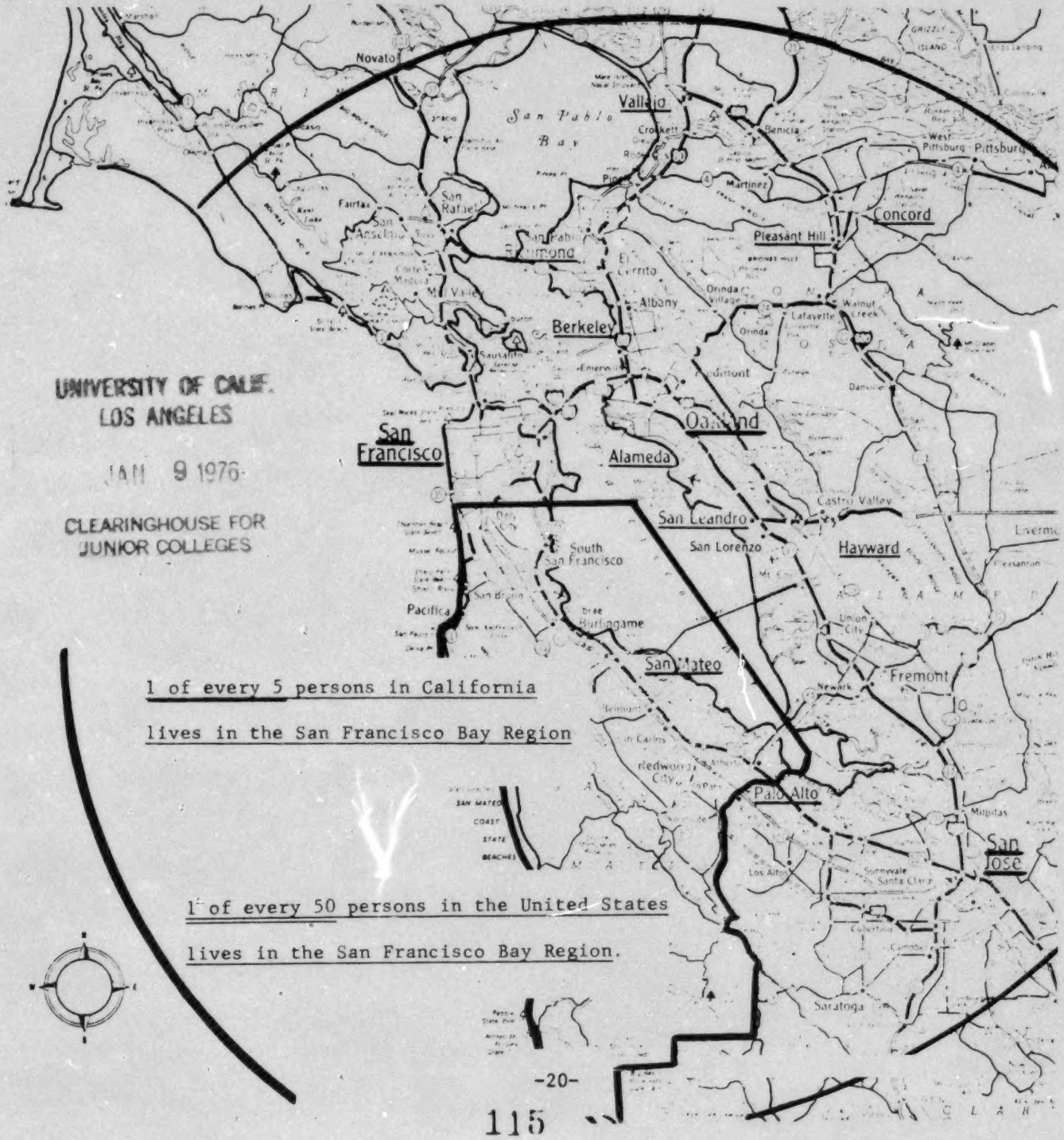
The COMBO project will focus primarily on community colleges and management of business, industry, and government agencies of San Mateo County. As the project grows, however, it is the intention that a broader emphasis be placed on involvement of the entire San Francisco Bay Region. Management by community objectives at that point will involve significant aspects of regional planning for education.

FIGURE A

POPULATION COMPARISONS

SAN FRANCISCO BAY REGION

The San Francisco Bay Region including six counties -- Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara -- with over 4,200,000 people is the 6th largest metropolitan population center in the United States, exceeded only by New York Los Angeles,Chicago, Philadelphia, and Detroit.



UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGES

1 of every 5 persons in California

lives in the San Francisco Bay Region

1 of every 50 persons in the United States

lives in the San Francisco Bay Region.